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ABSTRACT

Provided are 225 instructional activities for educable and trainable mentally retarded children from primary through secondary levels in the areas of social skills, communication skills, and number skills. Each page of the kit is divided into the following headings: activities (listed from simplest to most difficult), correlated activities (to allow for subject integration), materials (usually available from the Instructional Materials Centers), and evaluation (questions to aid in the assessment of student performance). The back of each page has the same headings, but is to be used by the teacher for noting additional activities. Visual aids in the form of bulletin board suggestions, transparencies, or worksheets follow each section. Activities are provided for the following subtopics (number of activities are in parenthesis): Me (16), family (15), school and community (19), state and nation (17), occupations (24), clothing (13), travel and transportation (20), ecology (20), measurement (20), time (20), shapes and money (21), and problem solving (20). Also provided is a number skills pretest. Sample activities include having each child record facts about himself on a tape recorder (for the Me unit in social skills), reading the want ads together (for the Occupations unit in communication skills), and making a picture time line to identify the days of the week (for the Time unit in number skills). (DB)

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ED 085982

Starter Kit

INSTRUCTIONAL ACTIVITIES FOR EDUCABLE AND TRAINABLE MENTALLY RETARDED PUPILS

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
DIVISION FOR EXCEPTIONAL CHILDREN
STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27602

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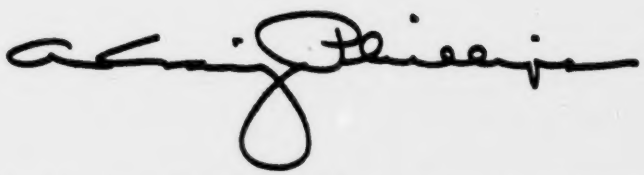
FOREWORD

This publication has been written to serve as a resource for teachers in North Carolina who work with educable and trainable mentally retarded pupils. The booklet is merely a starting point that should be developed to fit individual pupil needs.

Acknowledgment is made to the staff of the SEIMC and the teachers in the field who developed this "Starter Kit."



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September 1971

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INTRODUCTION

The Starter Kit is designed to be a practical resource for teachers of exceptional children. It contains appropriate activities for many different types of pupils.

Some ideas might be the beginning of a well-developed unit of study or a long-range program. Suggested activities must be adapted to the level of the pupil. For example, a primary educable or trainable child might not be able to perform a task if it includes listing or writing, but he could verbalize or perform an adapted activity.

Each page of the Starter Kit is divided into the following headings:

Activities. The activities listed progress in difficulty. The first five or ten activities of each section are more appropriate for primary or intermediate children, while the secondary students should be involved with the ones toward the end of each section.

Correlated Activities. These provide ways to integrate various subjects around an instructional activity.

Materials. Items listed are available for loan from the Instructional Materials Centers with the exception of those starred. A bibliography is included at the end of each section. Contact your special education supervisor for a Union Catalog listing holdings of the SEIMC Network. For additional films and filmstrips check local school libraries and the North Carolina State Board of Health Film Library catalog.

Evaluation. Questions are included to re-emphasize the importance of observing student performance and of using these observations to develop an instructional program.

The back of each page includes the same four headings as the front of the page. This space is provided for notes, additional activities, materials, and observations.

.(continued)

Visual aids follow each section. For example, the first visual aid pertaining to the section Me is labeled Me I. Aids are in the forms of bulletin boards, transparencies, and worksheets.

The Starter Kit is only a starting point for teachers. Activities can be expanded to fit continuing needs of the teacher and pupil.

SOCIAL SKILLS

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. BULLETIN BOARD Teacher-made bulletin board. (See Me I.) Give each child a name tag. Put a name on each desk. Recognition of name and names of others.		See Me I, Me II	Does the child know his first name and respond when called? Can the child recognize his name under picture and on desk?
2. INTRODUCTION Teacher introduces younger children. The older children introduce themselves.	Have each child to introduce another child.	Getting To Know Me Myself 1-A	Does the child know his full name? Does the child give information in a complete sentence? Does the child speak loudly enough to be heard?
3. TOUR OF SCHOOL For young children, explain and practice lining up and the "buddy system" before touring the school. Visit the library, cafeteria, principal's office, gymnasium, first aid room, playground, water fountain, restroom, bus loading zone.	Have students ta turns leading o students on erra		Can the child locate important places in the school?
4. MURAL Construct a mural (Me -- When I Grow Up, or any other appropriate title).	Have each child about his part mural. Write a go with his part information abou vocational area		Does the student have a realistic picture of his future?
5. CHART Construct a large chart, including weight and height. Teacher weighs and measure height of each child.	Math: Use of ruler. Writing numbers in the chart. Reading numbers on scales. Concept of height in feet and (continued)	See Me IV. Ruler, scales and Dairy Council charts.	Can the child read scales? Does the child realize a need to gain or lose weight?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	inches. Concept of weight in pounds.		
6. CALENDAR Birthday calendar. Discussion concerning birthdays.	Art: Selecting picture from magazine or drawing picture. Math: Older children. Months of year and figuring age.	See Me V and Me VI	Does child know month day, and year of birth?
7. SHARING TIME Meet me and my family. Name, address, phone, number in family and names of family members.	Role playing: Have children to take turns acting out family situations; getting ready for school, meal, a picnic.		Can child give vital information when asked?
8. GUESS WHO Have each child to record on a tape recorder or cassette facts about himself. Play back and have others guess who.	Dry run with teacher before recording younger children. Write out information before recording older children.	Tape recorder	Can child speak in complete sentences? Is the child able to remember vital information?
9. PHYSICAL CHARACTERISTICS Discuss five differences in physical characteristics of the students: hair texture, eye color, shape of nose, and others. Relate these to the individuals and races of people that have made the U. S. great.	Language Arts: Students can write a description or draw a self-portrait.	Chart paper; Black ABC's; Learning to Live Together, P and I and II	Can each child name the three major races of people?
10. INFORMATION Help students learn their address, telephone number, and parent's name.	Language Arts: Read, spell, and write addresses correctly. Discuss the importance of (continued)	How To Address A Letter (film and record) National Audiovisual Center, Washington, D. C.	Can each student write his address and telephone number correctly? (continued)

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	using zip codes. Discuss differences in telephone numbers and list correct ways of using the telephone. Talk about emergency use of the telephone.	Chart paper; Southern Bell Kit, Teletrainer Let's Talk on the Telephone	Does each student know his parent's name and where he is employed?
11. INTERESTS Help each student to list family members' favorite foods, pets, hobbies, etc. Write a short paragraph or story about one of the above topics.	Language Arts: Practice writing skills and correct for spelling. Game: Take student lists of family members, foods, pets, and hobbies, etc., and have other students guess the identity.	Drawing paper and crayons	Can students match names of students with their lists of family favorite foods hobbies, etc?
12. HYGIENE Discuss correct ways of dressing and grooming as they relate to personal hygiene.	Language Arts: Make a check list for students to follow when dressing and grooming themselves (See Me VII, Me VIII, and Me IX).	Health Department Films Check lists Me VII, Me VIII, Me IX. Dairy Council posters You A Resource Guide in Sex Education for the Mentally Retarded	Can each student give at least five steps to follow in good grooming?
13. HYGIENE Discuss skin care and appearance. Each student should list how he takes care of skin, hair, nails. Add the improvements that he would like to make in his appearance.	Science: Without too much detail, summarize the functions of the three layers of skin on the human body. Discuss complexion problems and what to do about them. Language Arts: Have pupils prepare reports to present to the class on (continued)	See Me VII. Use as a transparency to encourage class discussion.	Can students list five causes of bad complexion?

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	skin conditions and on skin defects and their correction (moles and freckles, blackheads, pimples, acne, eczema, warts). Health: Discuss the best ways of bathing and keeping clean, including (1) Temperature of water; (2) Drying of the skin; (3) Washing the face and hands.		
14. HYGIENE Discuss the importance of good care of the hair and nails; also, the use of deodorant.	Science: If possible, examine a hair under the microscope and discuss the growth of hair. List the best ways of caring for the hair and nails. Manicure nails. Give a prize for the most improvement on appearance of hands.	Pictures of the hair and pamphlets on the use of deodorants and hair care.	Can students give two reasons for using good hair care?
15. TEETH Discuss care of the teeth.	Science: Study the structure of a tooth. Study causes and prevention of tooth decay. Study problems of irregular teeth and bad breath. Resource Person: School nurse or dentist to give demonstration on proper care of teeth.	Scale model or drawing of a tooth. Tooth Care Kits.	Can students give steps to follow in the prevention of tooth decay?

(continued)

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	Language Arts: Outline the procedure for preventing tooth decay. Art: Make posters to demonstrate proper tooth care.		
16. POSTURE Discuss the advantages of good posture.	Health: Check the posture of the pupils and note points of good and bad posture. Discuss what is meant by good posture and how it applies to good health. Art: Drawings showing good posture. Have students demonstrate correct ways of sitting, walking, standing, and carrying.	Pictures and charts showing examples of good posture. Honor Your Partner.	Can students list two advantages of having good posture?

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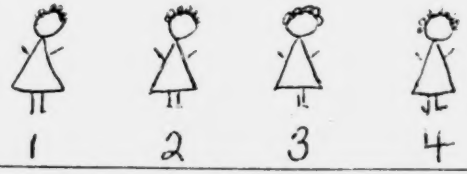
Hi! MEET ME

TOM

DAWN

SUE

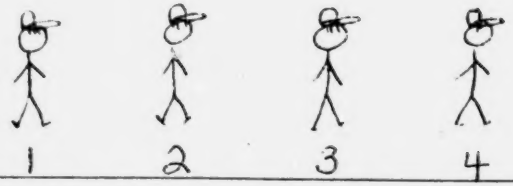
GIRLS



1. BETTY — YELLOW
2. KAY — BLUE
3. SUE — GREEN
4. MARY — PINK

(Make packets or heavy envelopes from tag board.)

BOYS

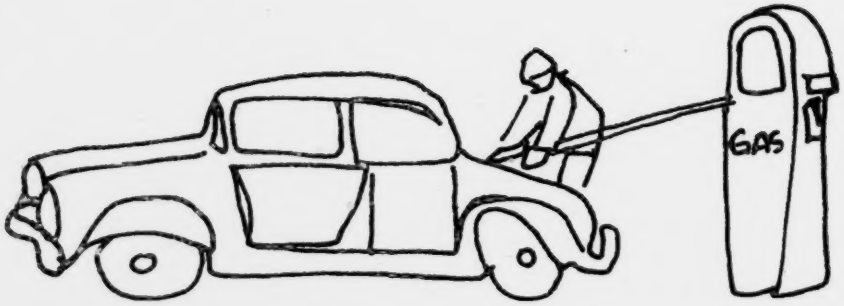


1. TOMMY — BROWN
2. JOEY — PURPLE
3. HARRY — ORANGE
4. BILLY — BLACK
5. STEVE — GRAY
6. JOHN — GOLD
7. BOB — RED

Bulletin Board Idea:

- Write names in large block letters in a color that matches color of pocket.
- Pockets hold child's papers, artwork, etc., to be taken home.
- Using same color as pocket, color key child's chair, toothbrush, etc.
- Relate school attendance to chart.
- Put Clothing Doll (Clothing II) by name on the chart.

WHEN I GROW UP



Me III

NAME	HEIGHT	WEIGHT

Make a height and weight chart every three months. Compare. Decorate the bottom of the chart with student art work. (Charts are also available from the Dairy Council.)

(student art work)

SEPTEMBER

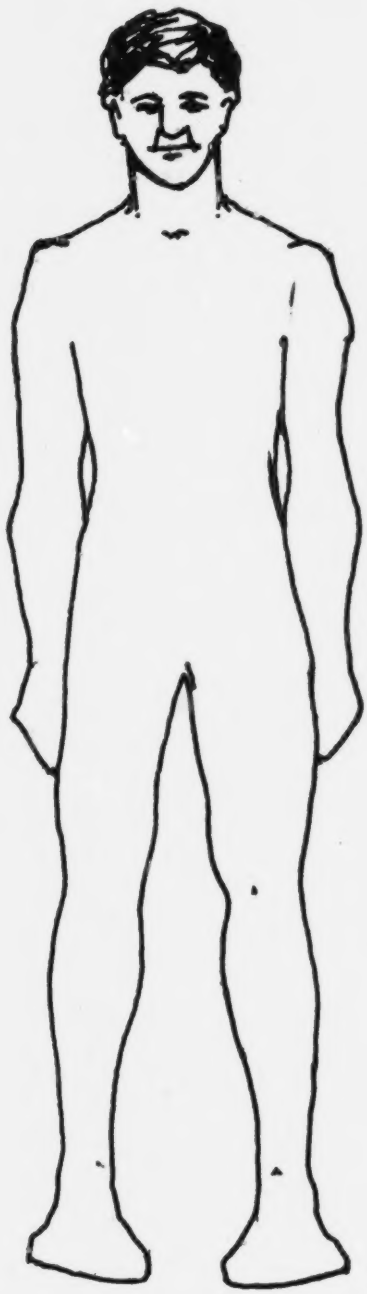
Name	Day	Year
JIMMY		
SUSIE		
LARRY		

BIRTHDAY
CALENDAR

Make one chart every month. If possible, put the student's picture by his name.

BIRTHDAY ACTIVITY FOR YOUNGER CHILDREN

As each child's birthday comes, have construction paper cakes cut out (one for each child). Make a plate. Put the cake on it. Decorate with flowers (construction paper or cut from catalogues). Tell the children the number, and/or color of flowers, and/or leaves to get. Cut out construction paper candles. Put the appropriate number on the cake for the age of the child whose birthday it is. Put flames on the candles and each child's name on the back. Give the cake to the "Birthday Child" to take home as a present from his classmates.



MY CLOTHES AND GROOMING*

	NEVER	SOMETIMES	ALWAYS
1. My clothes look right on me because I carry myself well.			
2. I keep my hair brushed.			
3. I keep my hair clean.			
4. I keep my clothes neat and clean.			
5. I wear the right clothes for the weather.			
6. I keep my nails clean and fairly short.			
7. I take pride in my clothes.			
8. My shoes are shined and in repair.			
9. I use deodorant and foot powders when necessary.			
10. I change my socks and underwear several times per week.			

*Taken from the Basal Program for Educable Mentally Retarded, p. 61.

GROOMING CHART FOR YOUNGER CHILDREN

Keep a chart each week for each child. Put a star each day by each area where earned. Keep the charts on file and compare for improvement. Give a bigger star at the end of the month if the child has improved.

H O W I L O O K

	Monday	Tuesday	Wednesday	Thursday	Friday
1. I am clean.					
2. My hair is neat.					
3. My teeth are clean.					
4. My hands are clean and my nails cut and clean.					
5. My clothes are clean and neat.					
6. I have eaten well today.					
7. I have played outside today.					
8. I have slept well.					

Do #6 after school lunch.
Do #8 after children's rest time.

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. FAMILY UNITS Display pictures of animal families: cats horses birds cows, etc. dogs	Oral discussion of family units. In magazines find pictures of animal families. Paste on construction paper.	Pictures of animal families; magazines; construction paper.	Can child recognize pictures of family grouping? Human family with father? Some animal families with mother and young?
2. FAMILY PICTURE Have children draw a picture of family. Make a folder to hold all work on the family unit.	Math: Number concepts. Number of brothers and sisters; total number in family. Use available story-filmstrip to show love, sharing, working, playing in a family unit. In a human and animal family. Family Fun Time: Discuss activities families can do together. Draw or find pictures. Put in folder. Do by seasons.	See Family I. Negro Family Story Set White Family Story Set	Can child name other members of family?
3. HEALTH HABITS Good health habits for my family. Make a large class chart.	Have younger children to contribute and then duplicate to go in folders. Older children can copy from chart.	Large chart paper. See Me VI, VII, VIII.	Does child develop good health habits, such as bathing, brushing teeth, keeping clothes clean, eating proper food?
4. MANNERS Discuss the importance of having good manners at home and at school. Show examples of good and poor manners. Practice good manners every day in cafeteria. (continued)	Language Arts: Discuss proper manners to use when eating. (continued)	Pictures of correct table setting. The Human Value Series Teaching Pictures	Can students recognize the different table manners and discuss them? Are students showing improvement (continued)

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	Cartoon sketches of the following for discussion: - Boy with elbows on the table. - Girl reaching and grabbing for food. - Boy eating with his mouth open. Any others you wish to include.		
Practice introducing one's self and another person. Pair students to introduce themselves and their partner.			Can students correctly introduce their friends?
5. GIFT FOR FAMILY Uncooked candy: 1 stick margarine (½ lb.) 1 lb. powdered sugar 7 tablespoons Carnation cream 5 tablespoons cocoa 2 teaspoons vanilla Melt butter and cocoa over low heat. Mix sugar and cream until smooth. Add melted butter and cocoa. Add vanilla. Nuts may be added. Makes about 25 small dropped balls.	Measuring: Teaspoon, tablespoon. Reading simple recipe.	Hot plate, small pot, large mixing bowl, spoon for stirring, teaspoon, tablespoon.	Can students follow directions? Can students measure a teaspoon and a tablespoon?
6. FAMILY RESPONSIBILITIES Discuss the responsibilities of parents to their families.	Language Arts: List the roles that the mother and father follow in the life of the family.	Chart paper, pictures of mothers and fathers The Happy Housekeepers	Can the students match the different responsibilities with the parent who performs them?

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7. HELPING Things I can do to help Mother; things I can do to help Daddy. Oral discussion. Find pictures or draw pictures to go in folder: sweeping mopping setting table washing or drying dishes making bed changing bed mowing grass washing car	Pantomime things to help mother; have others guess what child is doing: feeding pets simple shopping run an errand help with younger child simple ironing wash windows	Pictures depicting ways children help in the home. See School I. Paper plates, napkins, silverware, glasses, cups, first aid bed and other household equipment. Clothing I Planning Meals and Shopping Occupations 0	Is child able to do simple chores, such as sweeping, dusting, making bed, emptying garbage, washing dishes, etc?
8. HOUSING Discuss the different types of houses found in the student's neighborhood.	Language Arts: List the different kinds of houses in the neighborhood and list the materials they are built of.	Pictures of different types of housing. My Family--My Home	Can each student identify two different types of building materials?
9. MODEL Make a scale model of a house or shopping center. Make a card with description to be displayed with the model.		Pasteboard box, scraps of wallpaper, carpet, wood, glue, paint.	Can students use materials to make a model?
10. DISCUSSION Discuss the importance of home maintenance and care.	Science: Take a field trip to a vacant house. Have students record every needed repair and safety hazard. Discuss weather and its effects on a home. Discuss insurance and its role in the care of a home. Discuss laws that apply to home owners and tenants.	Pictures of different kinds of homes. Shelter (filmstrip)	Can students list at least five ways to make a home safer?

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11. DISCUSSION Discuss newspaper stories of unusual, tragic, or amusing incidents which relate to home safety.	Language Arts: List safety measures that could have prevented the incidents, or safety measures that were ignored that caused the incidents. Have socio-drama illustrating accidents that could happen in the home. Discuss safety procedures involved in using electrical appliances, household cleaners, and poisonous materials in the home.	Charts listing safety procedures, illustrations of electrical appliances and correct ways of using them.	Can each student give at least two good reasons for practicing home safety?
12. FIRE SAFETY Discuss the causes of fires in the home.	Language Arts: Have students write down questions concerning fire prevention. Resource Person: Have fireman talk to class about the danger of home fires.	Charts giving fire prevention methods.	Can students list five potential fire hazards that might be found in the home?
13. BOY-GIRL RELATIONSHIPS (Would be best to do after you know your students.) Role Playing Situations - You ask a girl for a date. - When you get to a girl's house you find she has gone to the movie with her girl friend. What would you do? - How can you make a new student feel at home?		Pretend (game) Films on boy-girl relationships (Health Department) Better Living	Can students discuss these situations openly?

(continued)

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- What to do if you arrive to pick up your date and her parents have had a fight about her going out with you. What can you do? What can she do? - If you are late taking your date home, what should you do?			
14. DATING What are some qualities you would desire in a date and in a marriage partner? unselfishness honesty respect patience Have a panel discussion. Encourage students to add other qualities.	Resource Person: Guidance counselor, minister, school nurse.		
15. MARRIAGE (Especially appropriate for seniors) Have students make a list of their likes and dislikes. Compare these and discuss findings. Using a transparency, discuss five questions asked. Teacher gives stories of good and bad marriages. Students decide which of the five questions were or were not carefully considered in each story.	Students write or tell a story of a marriage (real or imaginary) to bring to class. Discuss in relation to these five questions.	Family II (transparency) Better Living	Can students talk with one another about choosing a desirable marriage partner and the responsibilities of marriage?

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From: Better Living: Morals and Virtues, Marriage, Parenthood

IMPORTANT QUESTIONS TO ASK OURSELVES BEFORE WE MARRY SOMEONE:

1. DO I AND THE PERSON I PLAN TO MARRY WANT THE SAME THINGS OUT OF LIFE?

2. AM I WILLING TO MEET MY MARRIAGE PARTNER HALFWAY IN ALL THINGS?

3. AM I RUSHING INTO MARRIAGE TO ESCAPE FROM MY PRESENT HOME LIFE?

4. AM I WILLING TO ACCEPT THE RESPONSIBILITIES THAT MARRIAGE DEMANDS?

5. AM I PLANNING TO CHANGE THE HABITS OF THE OTHER PERSON AFTER WE ARE MARRIED?

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. DISCUSSION Talk about the classroom as their own, to help fix up and take care of. Ask children how they would like to decorate the room. Let children make decorations and "fix" the room up. This will give the teacher a chance to observe informally their language.		Paper, crayons, string, crepe paper, pine cones, sticks, etc., anything the children can use to make decorations.	Can the student take part in the discussion by adding his ideas? Does the student make an original decoration?
2. ORGANIZATION OF ROOM RESPONSIBILITIES - To keep our room "going" what do we need to do? - What jobs or duties do you have at home that help keep your home "going"? - Let's make a list of duties in our room. Example of responsibility: Mailman: Gets teacher's mail from the office. Milkman: Gets and distributes milk. Garbage collector: Empties trash can. Grocer: Takes lunch money to cafeteria (if appropriate). Dishwasher: Is responsible for paint cans.	Bulletin Board: See School I Moving Day: Draw outline of room, placing desks. Rearrange room to fit outline. Label objects in the room. Make a list of moving words: chair row desk line floor push move	Chart paper, magic marker.	Can students name duties to be performed in the room?
3. PERFORMING ROOM RESPONSIBILITIES Develop a plan with the class for taking care of classroom duties. List duties on a chart. Write students' names as children volunteer for chores. (continued)	Discuss the importance of classroom duties. Make a list of individual pupil duties. (continued)	School I.	Does each child do the chore that is assigned to him?

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Have job titles or badges in a bag or box for children to draw one. Examples: door opener song leader window opener paper man fish feeder calendar activities closet helper board eraser record player pencil sharpener	Art: Provide students with large sheet of paper (so all can paint on the same sheet) to make a mural depicting their job in the room. Working on the floor or taping the mural paper to the wall will be easiest.		
4. RULES Talk about rules in the classroom, school or on the playground.	Write rules to be followed on the playground, in the classroom, and school.	School II.	Can students list or repeat five rules from the list?
5. JOB SOUNDS Do the job helpers make noises? See if you can tell which person would make this noise. Close your eyes. open window close door sharpen pencil play a record Students guess the sounds.		Sounds I Can Hear	Can students discriminate different classroom sounds?
6. SCHOOL PERSONNEL Visit various persons in authority in the school for example, the principal, the janitor and teacher.	Art: Draw a map of the school and locate each person's work area on the map.	Paper and crayons.	Can the children locate each place visited on a map of the school?
7. DUTIES OF SCHOOL PERSONNEL List the duties of school personnel.	Language Arts: Discuss the need for having people in authority.		Can each student list or identify at least two duties of personnel listed?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
8. SCHOOL ACTIVITIES Discuss and list some important school affairs, such as the Fall Festival, School Carnival, or Thanksgiving baskets.	Language Arts: Discuss the reasons for having school affairs and how each can help. - Sign notes to parents about the affairs. - Read posters about the affairs.	Poster depicting school affair.	Can students match holidays with school affairs?
9. ATTENDANCE Discuss what will be expected of one attending regular classes.	Language Arts: Make a large poster showing daily schedules of students.	Poster board, large paper clock	Can students list courses and times that they meet?
10. DIRECTIONS Identify North, South, East, and West in the classroom. On a map or globe locate North, South, East, and West of your present location.	Language Arts: Learn to write and spell North, South, East, and West. Science: Discuss ways of determining directions: compass, stars.	Compass; see School III	Can each child name the four directions?
11. MENU Study the school menu.	Language Arts: Read the menu. Write and spell the foods on the menu. Make a list of rules for cafeteria behavior. Prepare and serve a simple meal. Safety: Review safety procedures used in preparing food. Arithmetic: Discuss food costs.	School menu, chart paper, sandwiches and drinks.	Can each student write or repeat two safety procedures to follow in preparing food?

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EVALUATION

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
12. COUNTY Locate your community on a map of North Carolina; also name the county you live in .	Discuss the differences in living in the city and living in the country.	Pictures of the city; pictures of the country.	Can the child list five differences between city and country living?
13. MAP Draw a map of your street or your community.	Language Arts: Make experience charts on the children's neighborhoods	Chart paper; drawing paper and crayons. See School IV.	Can the student locate his home on a map of the community?
14. COMMUNITY HELPERS Discuss the duties of the following community helpers: fireman policeman milk man post man garbage collector social worker grocer	Invite resource person to visit class. Ask questions about their uniform; what they do in their role. Have refreshments and an informal setting. Discuss writing a letter to thank the visitor. Compose the letter together. Write it on the board (or chart paper) as you compose it. Or, put key words on the board and let students compose their own letter	Community Services Building A City Activity Record The How Series	Can the child name two duties for each community helper studies? Can students interact with the visitor from the community?
Role play as community helpers. Set up a grocery store, restaurant, post office, service station. Make signs to designate areas in the room. Make lists of duties that person would have. These areas should be centers where children use raw materials to make the setting.		Large boxes, paper, paint, paste, scissors, blocks, cash register.	Can students work and communicate together to make the store or office?
15. PUBLIC SERVICES Discuss and practice using the following public services: bank, taxi service, telegraph, newspaper, bus, and telephone.	Make a list of good manners to follow when using the telephone, taxi service, bus, etc.	Chart paper. Turner-Livingston Communication Series	Can the student correctly use the telephone?

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EVALUATION

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
16. IMPORTANT INFORMATION Help each student to make a personal list of important telephone numbers and to understand the significance of these numbers. Take the card home with information to be put by the telephone.	Use writing and spelling skills in arranging the lists.	Charts giving the correct use of the telephone. TeleTrainer from Bell Telephone (available to teachers in a Bell Telephone service area)	Does each student understand the use of the list of telephone numbers he has?
17. RECREATION FACILITIES Locate recreation facilities such as parks, playgrounds, and swimming pools. Name these facilities.	Science: Discuss the importance of conservation of parks and playgrounds. Safety: List several safety rules to follow on the playground.	Chart paper; pictures of safety signs or procedures.	Can the children name and locate one recreational spot in their area?
18. HEALTH SERVICES Identify the services offered by local hospitals and health departments. Name these and talk about the location of each.	Health: Make health rules to follow in preventing infection and illnesses.	Chart paper.	Can students repeat or list five health rules to follow in preventing infections and/or illnesses?
19. LAW ENFORCEMENT SERVICES Discuss the work and duties of the policeman, fireman, and other law enforcement workers in the community.	Safety: Learn the important highway safety procedures. Language Arts: List the duties of the different law enforcement workers. Science: Discuss the safety procedures that are followed in preventing fires and study different causes of fires.	Highway safety signs; pictures of law enforcement workers; chart paper.	Can the students match the duties of the law enforcement officers to the pictures of the men?

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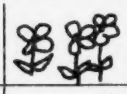
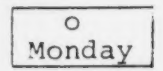
WORK CHART FOR YOUNG CHILDREN

O U R D U T I E S E A C H D A Y

		Feed Fish	Hold Flag	Dust	Sweep	Water Flowers	Stack Beds	Take At. Slip to Office	Serve Juice	Serve Cookies	Windows & Blinds	Empty Garbage	Wipe Tables
													
	SUNDAY												
	MONDAY	Betty	Joe	Sally	Mary	Mark	Billy	Tommy	Cindy	Chris	Jeff	Dick	Bobby
	TUESDAY	Joe	Sally	Betty	-	-	-	-	etc.	-	-	-	-
	WEDNESDAY	-	-	-	-	Betty	-	Joe	-	-	Sally	-	etc.
	THURSDAY	-	-	-	-	-	-	-	-	-	-	-	-
	FRIDAY	-	-	-	-	-	etc.	-	-	-	-	-	-
	SATURDAY												
PICTURE HANGERS													

Make a large permanent bulletin board (approximately 3' x 5'). Make cards with the days of the week. Punch a hole in the top of the cards to hang on picture hangers. Hang the cards up each day. Give each child one job a day.



Cut out or draw a picture for each job. Label jobs.

For very young children, write each child's name in a different color.

Give jobs the child can <u>really</u> do. (Example: Child with one paralyzed hand cannot serve juice. One hand may be strong enough to hold a cookie tray.)

School I

A SPORTMAN'S CODE

1. OBEY THE RULES.
2. NEVER BRAG WHEN YOU WIN.
3. DON'T QUIT WHEN YOU ARE LOSING.
4. TAKE TURNS.
5. HELP OTHERS ENJOY THE GAME.
6. SHOW INTEREST IN THE GAME.
7.
8.
9.
10.

School II

CURIOUS TRAVELER

PURPOSE: To encourage attentive listening to oral directions.

PLAYERS: Class

MATERIALS: None

DIRECTIONS: The teacher begins by telling the children that each of them is going to be a "Curious Traveler*." The teacher then gives the following directions and the children act them out:

The traveler stood up. (Children stand)
He looked to the North.
He looked to the South.
He looked to the East.
He looked to the West.
He then turned around and faced the North.
Then the West.
Then the South.
Then the East.
Then he stood on tip-toe to see over his neighbor's shoulder.
He smiled at what he saw
And sat down.

The game is then repeated using modified directions.

*From Listening Games. Wagner, Hosier, Blackman, p. 14.

The pupils will want to learn their way around the school, home, and community. On the floor, place two large sheets of paper which have been fastened together. These sheets of paper are four or five yards long and the pupils can walk on it. Highways and roads are designated. Intersections with stop signs, railroads, etc., are added. Pupils construct their own home of milk cartons, print their name on it, and place it on the map where the pupil lives. Also construct the school, post office, churches, etc., and place them in the proper location. Now, they are ready to explore. Each pupil is shown individually how to get from his home to school and back again by walking on the map's highways. Teach them to stop at intersections and look both ways before going on. The students can take a field trip to other places on the map.

From 101 Activities for Classes of Pupils Who Are Retarded, p. 26, Alpha Brown.

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
(Most of the activities in this section are advanced and are more appropriate for junior and senior high level pupils.)			
1. MAP STUDY Have map study of the following maps: town, city, county, state, and nation. Note the differences in the amount of detail on each map.	Science: Learn terms associated with map reading, i.e., boundary lines, highways, railroads, rivers and mountains. Make a glossary of these terms.	Maps of towns, cities, counties, states and U. S. Finding Ourselves	Can each child identify at least two terms associated with map reading?
2. GLOBE Compare the difference between a globe and a world map as found in an atlas. List the differences.	Geography: Locate the continents and oceans on maps. Language Arts: Discuss the differences that exist in living conditions in other countries.	Globe, flat map, and atlas. Pictures from other countries. Filmstrips	Can each student locate the continent of North America on different kinds of maps?
3. LOCATION Locate North Carolina on a large map of the United States and also locate: State Capitol, State parks, largest city, historic sites, hometown.	Language Arts: Discuss the importance of the state flag and learn the state bird and state tree or flower. Math: Measure distances; (1) Compute the cost of fare on bus, train, and plane. (2) Compare costs of the tickets. Science: Study the different types of climate that exist in North Carolina. (1) Discuss causes of weather conditions. (2) Study the seasons.	Pictures of state flag, bird, and tree; map of state. Pictures of bus, train, and plane. Examples of the different types of N. C. climate. Pictures of historical places in N. C. Outline maps of N. C.; crayons.	Can students name the state capital, bird, and tree?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	Bulletin Board: Show the state flag, bird, tree, and historical places. Geography: Use outline maps of N. C. to color in the three sections of N. C. (mountain, piedmont, and coastal plain). Use outline map to make economic maps. Paste pictures of products in area where they are grown. Use outline map to locate cities, rivers, interesting places or other facts about N. C. Music: Learn N. C. songs.		
4. LOCATION Locate students' home town on map of N. C. and discuss interesting places or facts about their area of N. C.	Language Arts: Have the class make a scrap book including interesting facts about their town. Make reports on places of interest.	Construction paper, crayons, pictures.	Can students locate their home town on a map?
5. FAMOUS PEOPLE Make a list of famous people from N. C. and discuss the important contributions they have made.	Language Arts: Make reports on N. C. favorite sons. Art: Draw pictures of famous people. Geography: Find the locations of birthplaces of famous N. C. people on the map.	Pictures of well-known N. C. people.	Can students match famous people with their achievements?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
6. MAJOR CITIES Locate major cities and learn main industries in N. C.	Geography: Locate cities on N. C. map. Locate main areas in which crops are grown. Language Arts: Make reports on leading industries. Bulletin Board: On large outline map of N. C. picture the main industries and major cities.	Large outline map of N. C. Examples of leading products of N. C. Films and filmstrips.	Can students list three major products of N. C.?
7. MODEL OF NORTH CAROLINA Make a plaster of paris scale model of N. C.	Work with plaster of paris and outline drawing of N. C. on cardboard. Geography: Discuss the different land forms as students make the scale model.	Plaster of paris, heavy card board, outline of N. C.	Can students locate mountains, piedmont, and coastal plains?
8. FLAG Discuss the importance of the national flag, its colors, origin, and the places it might be displayed.	Music: Learn national anthem and other national songs. Art: Draw pictures of the flag. Language Arts: Write short stories about the importance of the flag.	Small replica of the flag. Our Flag and Our Country Series (record and filmstrips)	Can students list at least two proper ways of displaying the flag?
9. PRESIDENTS FROM NORTH CAROLINA Discuss the differences that exist between the governor and the president and the duties (continued)	Language Arts: Make reports on presidents that have been born in N. C.	Paper; postcards showing statues of three N. C. presidents (Jackson, Johnson, (continued)	Can students name the presidents from N. C.?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
that each have. List the differences. Learn their names.		and Polk); and birthplace of Andrew Johnson.	
10. ELECTIONS Have students nominate and elect class officers.	Language Arts: Let students give campaign speeches. Discuss the correct procedures to follow in electing class officers.		Can students list steps in electing class officers?
11. VOTING Examine a scale model of a voting machine.	Language Arts: Discuss proper procedures in voting. Discuss the importance of registering to vote.	Picture of voting machine or drawing of one. My Country	Can students arrange the proper steps to follow when voting?
12. NEWSPAPER READING Study the newspaper and discuss the importance of current events to the students. Discuss different sections and learn to locate helpful information. For example: weather report, obituaries, and want ads.	Language Arts: Write newspaper articles for the school newspaper. Field Trip: To newspaper office. Bulletin Board: Include current events which the students are interested in. Write newspaper articles.	Local and school newspapers. The Newspapers You Read Turner-Livingston Series Newspaper Reading, Lawson Enriching the Curriculum with Current Events	Can students find information in newspapers given to them by the teacher?
13. DESIGN OF THE UNITED STATES Make a patchwork design of the U. S. Practice putting together U. S. map puzzle.	Language Arts: Give reports on the States of the Union. Geography: Learn names of states and their locations.	Pieces of cloth, outline map of the U. S. and needles and thread. U. S. map puzzle.	Can students locate at least five states?

(continued)

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	Art: Gather different colors of cloth. Assemble in U. S. map and have students embroider names of states on the map.		
14. DRIVER'S EDUCATION Discuss the requirements for getting a driver's license in North Carolina.	Language Arts: Study the book entitled Driver's Refresher Handbook (simplified edition). Study traffic laws and road signs. Draw pictures of all the signs.	*Driver's Refresher Handbook (free from Department of Community Colleges. Highway signs, from Highway Department.	Can students pass a sample written driver' test after studying the book?
15. LAW Discuss the location and services rendered by the civil and criminal court houses in the student's area.	Field Trip: Visit the civil and criminal courts and, if possible, sit in on an actual case. Discuss the procedure a student would follow if he received a traffic violation. Discuss the difference between misdemeanors and capital crimes and list the penalities for each.	*You and The Law. Holt, Rinehart and Winston (teacher resource) Law: You, The Police and Justice	Can students give the steps he would follow if he received a traffic ticket?
16. CAPITALS Learn to locate the state capital and the United States capital.	Language Arts: Discuss the ways the two capitals are alike and the ways they are different. Discuss the difference between state representatives and senators and U. S. representatives and senators.	Pictures showing the State and United States capitals; list of State and U. S. representatives and senators. My Country	Can each student locate and name his state capital and the United States capital?

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17. INTERNATIONAL STUDY Have a visitor from another country visit the class; discuss customs and culture. Show slides or filmstrips of life in different countries. ~~Locate~~ the country being discussed on a map and globe.	Set up an interest center with pictures, clothing, art, facts, books of other countries and people. Bring in articles from newspapers and magazines about achievements of individuals or groups of other races or religions. Discuss likenesses and differences in habits and customs in families.	Magazines and newspapers. *Time-Life. Series on other countries. *Time-Life. Children's edition on religions of the world. Films on other countries. We Are Black	Can each student match important achievements with the individuals and/or groups which accomplished them?

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Bibliography

SOCIAL SKILLS

Section	Call Number	Item	Source
Me	62-50-03-1605	Peabody Language Development Kit, Level P	American Guidance Service. 1968. $145.00
	65-50-00-0705	Getting To Know Me (filmstrip)	SVE. $38.00
	65-27-08-1609-01	Myself: Picture Story I-A	Bowmar. 1968. $9.00 per set.
	65-27-08-1609-02	My Family - My Home	
	65-27-08-1609-03	Other People Around Me	
	68-22-20-0815	Honor Your Partner (record)	Educational Activities. 1964. $12.00
	72-04-00-1805	A Resource Guide in Sex Education for the Mentally Retarded	Sex Information and Education Council of the U.S. 1969. NPA.
	61-01-06-2001	Barns. Let's Talk on The Telephone	South Dakota Dept. of Public Instruction. 1964.
	65-01-82-2515	Trenkle. You	Frank E. Richards. 1966. $4.75
	69-22-48-0913	Lowell. I'm Dressing Myself and Little Old Car	Young People's Records. NPA.
	64-21-00-0212	Black ABC's	SVE. 1970. $26.00
	65-30-43-1205	Kidd. Learning To Live Together, Parts I and II	SVE. $59.40

Bibliography

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Section	Call Number	Item	Source
Family	71-08-65-0801	Prevo. The Happy Housekeepers	Frank E. Richards. 1964. $1.35
		Planning Meals and Shopping	Fearon. $1.75
	65-24-09-1908	Shelter (filmstrips)	Britannica. 1955. $36.00
	65-27-08-1609-02	My Family - My Home, Picture Story Set I-B	Bowmar. 1968. $9.00 per set
	64-01-77-0821	Blanchette. The Human Value Series Teaching Pictures	Steck-Vaughn. 1969. NPA.
	65-65-00-1405	Negro Family Story Set (dimensional figures)	Judy. $2.50
	65-65-00-2308	White Family Story Set (dimensional figures)	Judy. $2.50
	66-08-81-1921	Tripp. Supermarket: Arithmetic Problems in Grocery Buying	Fern Tripp. 1967. $1.95
	65-08-46-0205	Lawson. Better Living: Morals and Virtues, Marriage, Brotherhood	Gary D. Lawson. 1964. $1.60
		Pretend	Instructional Materials Developmental Center

Bibliography

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Section	Call Number	Item	Source
School and Community	30-73-1915	Sounds I Can Hear	Scott-Foresman. $15.00
	65-24-09-0815	Community Services (filmstrips)	Britannica. 1953. $36.00
	69-22-00-0221	Blazer. Building A City (record)	Children's Music. $1.98
	65-01-06-0815-(01-19)	The How Series	Benefic. 1964. $1.26 ea.
	65-50-00-0315	Community Helpers	SVE. $68.00
	68-50-47-1205-(01-03)	The Legend of Patch The Pony	SVE. $24.50
	64-08-82-2021	Turner-Livingston Communication Series	Follett. 1966. $.84 ea.

Bibliography

SOCIAL SKILLS

Section	Call Number	Item	Source
State and Nation	65-08-13-0609	Corcoran. Finding Ourselves	Frank E. Richards. 1964. NPA.
	65-04-75-1325	Smith. My Country	Steck-Vaughn. 1964. NPA.
	65-01-06-0201	Basic Concept Series	Benefic. 1965. $1.68 ea.
	65-01-06-0201-01	How People Live in Canada	
	65-01-06-0201-02	How People Live in Central America	
	65-01-06-0201-03	How People Live in Japan	
	65-01-06-0201-04	How People Live in The Middle East	
	65-01-06-0201-05	How People Live in Africa	
	65-01-06-0201-08	How Money and Credit Help Us	
		How Maps and Globes Help Us	
	65-04-34-0514	Enriching the Curriculum with Current Events	Prentice-Hall. Teachers' Practical Press. 1964. NPA.
	64-10-30-0315-03	Law: You, the Police, and Justice	Scholastic Press. 1968. $1.15
	65-30-23-1512	Our Flag and Our Country Series (records and filmstrips)	Eye Gate. NPA.
	61-08-46-1405	Lawson. Newspaper Reading	Cal-Central Press. 1960. NPA.
	65-10-74-0615	Shawn. Foundations of Citizenship, Books I and II	Frank E. Richards. 1965. Text: $3.75 Workbook: $1.35
	64-10-73-2305	We Are Black	SRA. 1969. $52.50

Bibliography

SOCIAL SKILLS

Section	Call Number	Item	Sources
State and Nation, (continued)		Weiland and Waytek. Mathematics in Living Series: Book 1 - Buying Book 2 - Wages and Budgets	Pruett Press, Inc.
		Drivers' Refresher Handbook (modified)	N.C. Dept. of Community Colleges
		Time-Life Series (on other countries)	Time-Life
		Time-Life Major Religions of the World, Children's Edition	
		You and The Law	Holt, Rinehart and Winston. 1965. $2.64

COMMUNICATION SKILLS

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1 - 9. See Social Skills, SCHOOL AND COMMUNITY, for activities for primary and intermediate.			
10. DEFINITION What is an occupation or job? - Class discussion to decide on a definition. - Write the definitions. - Check in dictionary. - Compare definitions, using the best of both to create the class's own definition. - Discuss illegal jobs and jobs for boys and girls under age. - Start "Occupations" notebook. - Enter definition on first page of booklet after title page.		Dictionaries. Filmstrips, Occupational Education Series Eight to ten sheets of paper stapled together; construction paper for cover.	Can the students use a dictionary? Do students know what jobs they can or cannot hold due to age limitation?
11. JOB DESCRIPTIONS Students choose 3 or 4 occupations that they would like to know more about. Look through available resources to find information or pictures concerning these jobs. Write or compile a report. List good and bad features of different jobs chosen. Add this information to booklets.	Using clay, model an "action person" - a person doing his job. For example: policeman directing traffic; plumber fixing sink; baker holding bread. Display with labels, or paint pictures and display with labels. Visit actual work situations in the community	What Job For Me? Series Library books, magazines, and newspapers Charts describing different jobs Filmstrips	Can students describe orally or in writing, a particular job, its duties, and good and bad features?
12. QUALITIES Qualities that are needed to be "at your best" on the job: a. Alert (define)	Health: Discuss health patterns that will help you be alert, e.g., enough sleep and starting		

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	the day off with breakfast. Have students keep a record of actual breakfasts they eat for a week. Have each student plan an adequate breakfast menu. (For a more detailed study see Occ 0)		Can the students plan an adequately nutritious menu for breakfast?
b. Being a Clean and Neat Dresser Have two students as actors. One fixes up as neatly as possible. The other one will mess up his hair, dirty his hands, and untie a shoe to give a sloppy appearance. Another student can introduce the story saying: "Today we will visit the manager's office and watch him interview two boys for the same job. See which boy you would hire."	Students can make a bulletin board showing "good" and "bad" workers See charts and activities listed under Social Skills. Encourage discussion about the role-playing situation.	Occ 2a	Can students watch other students act out a scene and then respond with their own ideas?
c. Punctual Find definition. Discuss its importance.	Discuss each question found on form Occ 1. Have each student fill out the self-measurement chart, Occ 1. See Occ 2a and 2b for bulletin board.	Self-Measurement Chart, Occ 1.	Can students fill out Occ 1 and do they understand the terminology on the form?
d. Dependable Find definition. Discuss its importance.			
e. Hard Working How can we tell if a person is a hard worker?			
f. Job Choices			

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13. JOB TYPES Give the class three groupings of occupations. Write the groups on the board: Service Professional Home Arts Each student could write on the board an occupation that would fall under one of the categories. Try to list five under each.		Getting A Job	Can the students write names of occupations on the board under the correct category?
Discuss qualifications necessary for jobs. Stress the value of each position. Stress our dependence on the service jobs such as road workers, telephone linemen, truck drivers, garbage collectors, farmers, telephone operators. Discuss specialization of jobs.			Can students tell each other why all jobs are important?
Discuss sheltered workshops, if applicable to some students.	Make into transparency, worksheet or chart. See Occ III.		
14. VOCATIONAL COUNSELOR Invite vocational or employment counselor to come and speak to the class. Counselor might explain how students will be evaluated on "in-school" work experience (if applicable).	Student booklet describing services provided for students by the counselor (V.R. or other plan) might be discussed with students.	Pre-vocational Training Evaluation Sheet, Occ IV. Teen-Agers Prepare for Work, Books 1 and 2	
15. LOOKING FOR A JOB Read ads together. Each person could choose an ad to read that sounds most interesting. What do you think your duties would be in that position?	Use stencil Occ V with want ad from local paper that would be applicable in local situation and also within capabilities of particular student.	Newspapers Turner-Livingston Series: The Newspapers You Read. Newspaper Reading	Can students read orally an ad for a job? Can the student realistically describe the job situation?

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16. PERSONAL INFORMATION Review of personal information before filling out actual applications.	Using personal information have each student make a card for billfolds with this information.	Small index cards for billfold information cards.	Can student write and furnish correct personal information?
17. APPLICATION FORMS Use application form words for spelling words, finding definitions, writing lesson.	Compare words used on different application forms. Compare directions given on various applications.	Applications from businesses in the area. Occ 7 and Occ 8.	Can students correctly complete application form?
18. REFERENCES Discussion: - What are references? - Why would an employer want references? - What type of person would you ask to be a reference for you? - Contact references. Practice writing their name, street address, city and state, occupation and position.	Locate names and addresses of references in the telephone directory.	Telephone directories.	Can the students suggest possible references and write the necessary information?
19. ROLE PLAYING FOR JOB INTERVIEW Set up an office situation, including the personnel manager, secretary, and person interviewing for the job. Discuss what appropriate dialogue would be for each role. What would you say to the secretary when you entered the office? What would the secretary say? Would she give you something to fill out? Where would you go to write? Do you have the appropriate writing tool? What do you do if you do	Practice answering a want ad by telephone. - Telephone manners. - Information necessary to have. - Questions to ask.	Teletrainer from Bell Telephone (available to teachers in the Bell Telephone area). Filmstrip on the interview.	Can students play a role in a job interviewing situation?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
not understand a part of the form? What do you do when you finish the form? - How do you greet the person who will interview you? Do you shake his hand? - Ask other similar questions. - After deciding on possible dialogue, give each student a chance to play a role.			
20. PICTURE YOURSELF Ask students to think of a job that they would like to have. Using materials, take 20-30 minutes to make a collage. Through the collage try to show how you feel in that job; what your thoughts might be. Pair students together to tell each other about their collage. Write a description of your collage in story, poem, or musical form. Give presentations of descriptions to the class. Display collages on the bulletin board.		Construction paper, magazines, yarn, seeds, sticks, ribbon, buttons, paper clips, bobby pins, glue, scissors, etc. Set these materials up and let students choose which they want to use.	Can students express their feelings through this art media? Can students orally express the feelings represented in the collage?
21. GETTING READY TO WORK Check on birth certificates, if necessary to get a job. Students could write the Health Office of the county in which they were born; or, the Bureau of Vital Statistics, State Board of Health, in their home state.	Visit local Health Department. Locate birth certificates of students born in this county.		Can students write a letter in proper form to obtain a copy of their birth certificate?
22. SOCIAL SECURITY NUMBER Obtain a Social Security number. - Fill out a sample application	Ask why some Social Security cards have blue numbers and some red.	Comic books and films available at Social Security office.	Can student fill out an application for a Social Security card?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
form. - Plan a trip to the Social Security office.	This can be learned on a visit to the Social Security office.		
23. WORK PERMIT Obtain a work permit (for students under 18) if necessary. Fill out sample application for permit.	Discussion of why work permits are needed, what jobs do not require permits, and why?	Help Yourself To A Job	Can the student fill out a work permit form?
24. BUDGET Work out a personal budget with the minimum wage as a base. (Students might be paired--a slower one with a more capable one--for this activity.) - Vocabulary study: Income, flexible expenses, food, clothing, shelter, utilities, savings, recreation, installment payments, contributions, medical care, and transportation.	See Number Skills: Budgets	Duplicate budget outline charts. Mathematics in Living, Book 2: Wages and Booklets.	Can student make out a simple budget?

NOTES

ACTIVITIES

CORRELATED ACTIVITIES

MATERIALS

EVALUATION

MEAL PLANNING

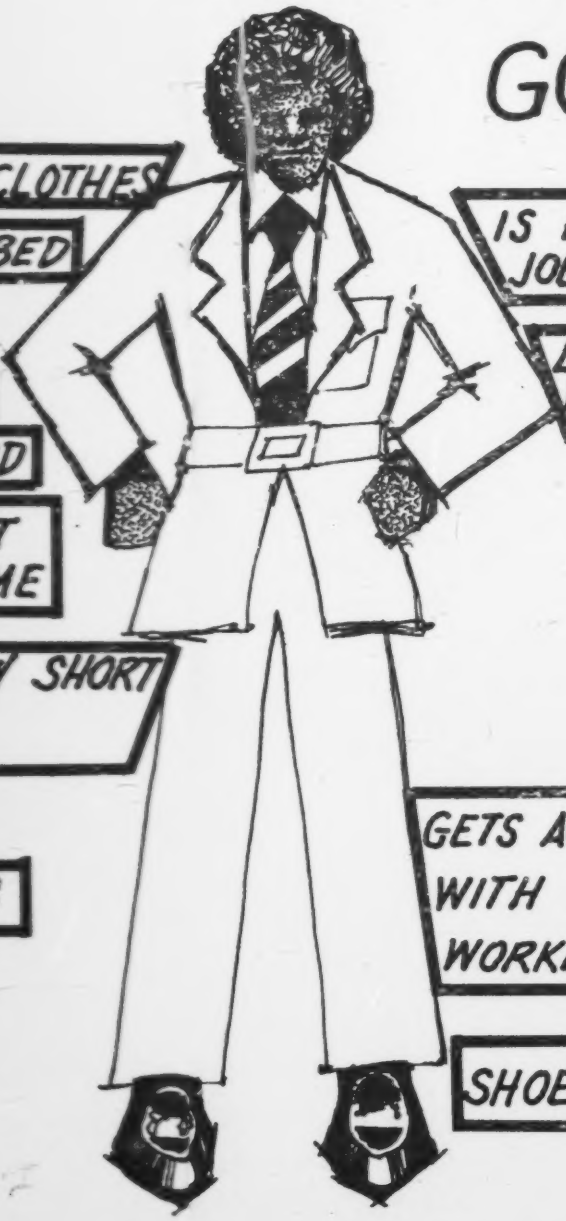
Activities	Correlation	Evaluation
- Plan a breakfast dividing responsibilities among the group. Students should choose their interest, if at all possible.	- Enlist the aid of lunchroom manager for this project. She can be a resource in planning a menu and providing cooking facilities and utensils.	
- Make charts with names of students in the group and group responsibilities for each area. Post in the room.	- If foodstuffs cannot be obtained through the lunchroom, check with the PTA, a woman's club, or a church group that might like to get involved.	
- Select sample menus. Vote on first choice.		- Can students select a proper menu?
- Find recipes and copy them on large note cards. Practice measuring liquids and dry ingredients.		- Can students copy a recipe correctly and measure the necessary amounts?
- Establish budget and figure expenses. Buy the items needed.	- This might necessitate a trip to the store to get correct prices. Make a list of items and their prices. A mother or the school cook will be needed to help answer questions and supervise the cooking activities.	- Can students make a list of items and their prices and find the total amount needed?
- Make a time schedule for preparing food, and prepare food.		- Can students prepare the food according to a schedule?
- Write letters of invitation to guests, if any.		- Can students write an invitation to a guest?
- Table setting and centerpiece arrangement.		
- Discussion of acceptable table manners.		

WHAT A WORKER MUST BE ABLE TO DO

Self-Measurement List

		Yes	No
1.	Can I use my hands quickly and easily?	___	___
2.	Do I count without making mistakes?	___	___
3.	Can I lift or move heavy things?	___	___
4.	Can I talk to people?	___	___
5.	Can I make change for dollar bills and other money?	___	___
6.	Do I like to work outdoors?	___	___
7.	Can I run a machine?	___	___
8.	Do I follow instructions carefully?	___	___
9.	Can I use my eyes for close work all day?	___	___
10.	Do I remember many things?	___	___
11.	Can I use hand tools?	___	___
12.	Do I read signs?	___	___

WHICH WORKER ARE GOOD



CLEAN CLOTHES

HAIR COMBED

ALERT

ON TIME

WORKS HARD

DOES NOT WASTE TIME

TAKES FEW SHORT BREAKS

POLITE

SMILING

IS PROUD OF HIS JOB

LOOKS FOR WORK TO DO

GETS ALONG WELL WITH OTHER WORKERS

SHOES SHINED

HAIR UNTRIMME NOT COMBED

FINGERNAILS DIRTY

GOSSIPS ABOUT OTHER WORKERS

TALKS BACK TO BOSS

PANTS DIRTY

COMPLAINS ABOUT WORK

...ORKER ARE YOU?

...OD

...OUD OF HIS

...OKS FOR ...ORK TO DO

...NG WELL ...THER ...RS

SHINED

BAD

HAIR UNTRIMMED AND NOT COMBED

FINGERNAILS DIRTY

GOSSIPS ABOUT OTHER WORKERS

TALKS BACK TO BOSS

PANTS DIRTY

COMPLAINS ABOUT WORK

LAZY, LATE TO WOR

SLOPPY

BUTTONS GONE

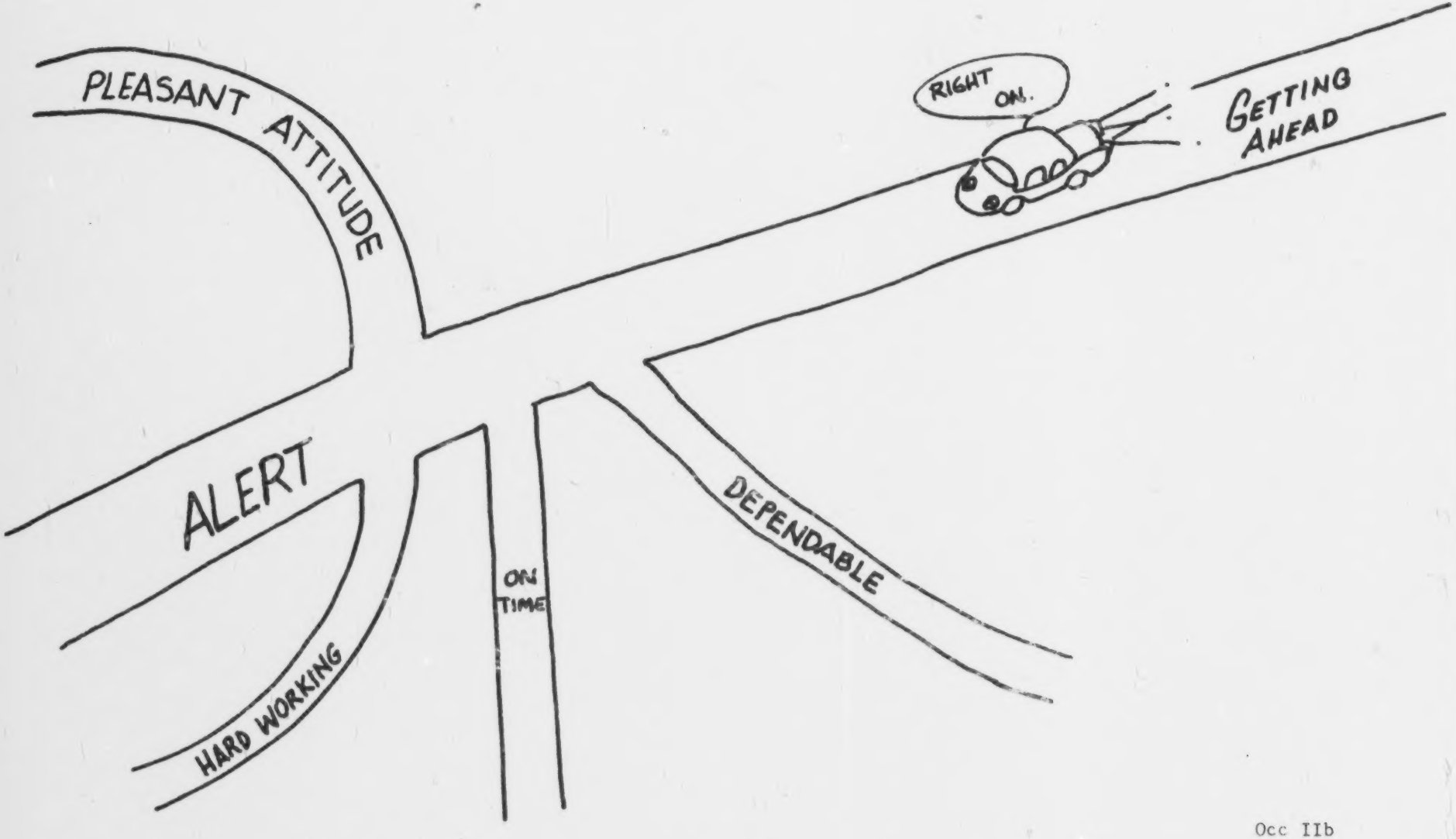
SHIRT TAIL OUT

TAKES TOO MANY BREAKS

"CUSSES"

SHOES MUDDY

ROADS TO KEEPING A JOB



Occ IIb

DIVISION OF LABOR

THE MARKET

1. MANAGER
2. CHECKER
3. BOX BOY
4. STOCK CLERK
5. DELIVERY BOY
6. CUSTODIAN

THE RESTAURANT

1. MANAGER: RUNS EVERYTHING
2. WAITRESS: SERVES FOOD
3. COOK: COOKS FOOD
4. BUS BOY: CLEANS TABLES
5. DISHWASHER: WASHES DISHES
6. CASHIER: TAKES MONEY

PRE-VOCATIONAL TRAINING EVALUATION

STUDENT_____ Date _____

Training Assignment_____ Department_____

Training Period_____ Reported by_____

PERSONALITY AND SOCIAL DEVELOPMENT

	Poor	Fair	Good
Shows self-confidence			
Is cheerful			
Cooperates with trainer			
Cooperates with other workers			
Respects trainer			
Minds own business			
Accepts criticism			
Mixes socially with other students			
Is neat and clean			
Other			

WORK HABITS AND EFFICIENCY

	Poor	Fair	Good
Is safety conscious			
Is careful of materials			
Completes work on time			
Is conscious of quality of work			
Understands work			
Shows initiative			
Other			

Occ IV

Taken from the Basal Program for Educable Mentally Retarded, p. 59.

LOOKING FOR A JOB

(Reproduce a portion of some local want ads. Give a work sheet to each student for class discussion. Use appropriate vocabulary words from the want ads for the word study below.)

ABBREVIATIONS	MEANING
EXAMPLE: HSG	HIGH SCHOOL GRADUATE

PERSONAL INFORMATION

1. MY NAME IS _____

2. MY DATE OF BIRTH IS _____

3. MY SEX IS _____

4. MY ADDRESS IS _____

5. MY CITY IS _____

6. MY COUNTY IS _____

7. MY STATE IS _____

8. MY ZIP CODE IS _____

9. MY TELEPHONE NUMBER IS _____

A SIMPLE APPLICATION FORM

(Sample)

Date _____

Name Last	First	Middle
Address	How long at this address	Telephone
City	State	Zip Code
Age Birthdate Mo. Day Yr.	Place of birth	
School last attended	Grade completed	Salary expected
Father's name	Father's place of employment	
Mother's name	Mother's place of employment	
Previous place of employment		How long?
Previous experience		How long?
What job are you applying for?		
Have you ever done this kind of work before?	If yes, where?	

Recommendations Name	Address	City
1.		
2.		
3.		
4.		
References Name	Address	City
1.		
2.		

Marital status	Veteran	Male ____ Female ____

Taken from the Basal Program for Educable Mentally Retarded, p. 63.

SIMPLE APPLICATION FOR EMPLOYMENT FORM

(Sample)

Last name	First name	Address (street and number)		
City	State	Zip code	Telephone	Age

Birthdate year | month | day	Number of children at home	School	Social Security No.

Father's name	Occupation (kind of work)
Mother's name	Occupation (kind of work)
Do you have duties at home?	List 1. 3.
Do you think you have too much to do?	2. 4.

Are you working now?	Name of your employer	Address where you work
Hours you work	Pay per week	What kind of work do you do?

List places you have worked for pay	Type of work	Address where you worked	Hours per day	Rate of pay

Signature _____

Taken from the Basal Program for Educable Mentally Retarded, p. 64.

Occ VIII

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. GUESSING GAME Teacher: "I am thinking of a person with a pretty blue sweater on." Children guess who it is. The described student stands and says, "It's me--John."	Write descriptor phrases on the board. Examples: blue sweater red socks Identifying objects. Clothing I.	Peabody Language Development Kit, Level P	Can students identify themselves by recognizing descriptions of their clothing?
2. SEASONAL CLOTHING "What kind of clothes do you have on now? Why?" Discussion of lightweight and heavyweight clothing.		Pictures of various types of clothing. Clothing (film)	
3. CLASSIFYING PICTURES Classify pictures of clothing according to summer and winter.	Make word cards to add to card file. Examples: dress coat hat cap shoes Children make scrapbooks of clothing.		Can students classify clothing into appropriate seasons?
4. TYPES OF CLOTHING Discussion of play clothes, work clothes, and "Sunday best."			Can students participate in a discussion of clothing?
5. CLOTHING COLLAGE Provide each student with an outline of a person. Provide materials for children to "make" the clothes. Allow ample time. Draw on shoes, hair, etc. Materials should be pasted onto the outline. Use heavy paper, if possible. Let the child describe the person. Who is it? Where are they going? Display finished work in the room.	Make sentence strip for each using students' descriptions. Read together and add to the display. For trainable and young children make a paper doll that resembles the individual as much as possible. Make clothes with tabs so children (continued)	Scraps of material, ribbon, buttons, thread, crayons, paste, glue, heavy paper, etc. Clothing II and III.	Can students clothe a model using "scraps"? Can child match clothing to his own type and color? Can students orally describe their work?

NOTES

ACTIVITIES

CORRELATED ACTIVITIES

MATERIALS

EVALUATION

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	can hook clothes on doll. Child dresses the doll as he is dressed every day. (See Clothing II and III.)		
6. CLOTHING AND OCCUPATIONS "Often we can tell people's jobs by their clothing. Let's name some." Show pictures and discuss the differences.		Pictures of policemen, nurses, waitresses, hard hats, firemen, soldiers.	
7. CARE OF CLOTHING Prepare with two students ahead of time to role-play this situation: One student going home, taking off his jacket and throwing it down, kicking his shoes off in the middle of the floor, his socks thrown around. Another student going home, taking his jacket off, hanging it up, taking off his shoes and socks and putting them away. Or, make up your own situation that would be appropriate to your class. Discuss the play with the class. What were they doing? Which way is better? Why? Does it matter how we take care of our clothes? Stress only the care of clothes, not whether they are old or new.	See Clothing IV. Make a chart listing ways to care for clothes. Use to motivate the making of a clothes care chart.		Can students discuss the care of clothes? Can students suggest proper ways to take care of their clothing

NOTES

ACTIVITIES

CORRELATED ACTIVITIES

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
8. REPAIRING AND MAINTAINING CLOTHING Discuss the "sewing tools": needles thread thimble yardstick tape measure Use scraps; sew buttons to the scraps of materials. Make designs with the buttons. Put all scraps together into a collage. Write descriptions of the collage, or of individual students' work.	Give directions concerning using a needle and thread. Use double thread for a button. Do not make thread longer than arm. Actually repair clothing; sew on buttons, repair hems, mend tears, etc.	Have available: needle, thread, thimble, pins, yardstick, sewing machine, scraps of material, buttons. Snip, Clip and Stitch	Can students recognize and name sewing tools? Can students write a description of their design or of the collage? Can students make a simple repair on an item of clothing?
9. TYPES OF MATERIAL Name types of material.	Make bulletin board. Tack scraps of material on board and label them. Note for setting of iron; how to wash.	Types of scrap material wool, cotton, knit, velvet, silk. Word card for each type Pictures of sheep, cows, silkworm, cotten.	Can students name different types of material? Can students identify source of the fabric?
10. WASH AND IRON CLOTHING. Discuss types of detergents	Correlate with pollution of streams, rivers, etc.		Can students wash and iron clothing?
11. STYLES OF CLOTHING What are some clothes that are "in style" now? List on the board the responses.	Word Game: See how many words you can make using the letters in: bell bottoms hot pants		Can students discuss clothing styles? Can students list at least five words in the Word Game?

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CORRELATED ACTIVITIES

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EVALUATION

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
12. CLOTHING WORD STUDY Use Clothing IV. - Match the word to the picture. - Alphabetize the words. - Find the compound words. - Make rhyming words list with these three words: hat bag vest - Make a clothing dictionary, adding other words to those on the chart.		Clothing V. Make into transparency, chart, or worksheet.	Can students write the activities appropriate to their level?
13. MAIL ORDER CATALOGUE From a mail order catalogue have the children to select a wardrobe.	For younger children, have them select a wardrobe for a boy or a girl for a certain season. Intermediate, for certain occasions or environment. For advanced, give a set budget. Let them shop within this.	Mail order catalogue	Can the child select a wardrobe according to his ability level?

NOTE: This could be developed into a Home Economics curriculum (cooperate with Home Ec. Dept.) for more advanced students.

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ACTIVITIES

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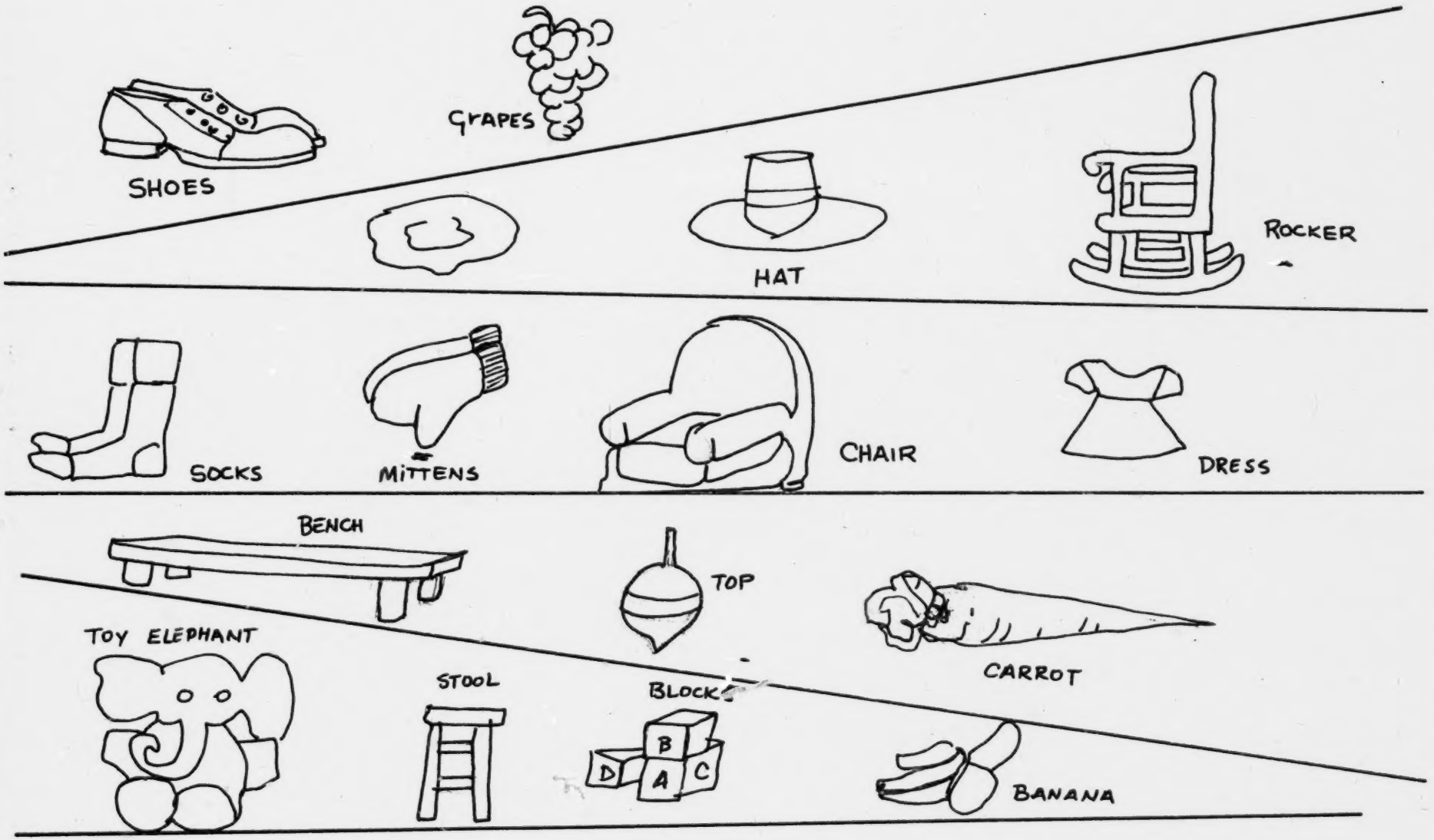

SHOES
GRAPES
HAT
ROCKER
SOCKS
MITTENS
CHAIR
DRESS
BENCH
TOP
TOY ELEPHANT
STOOL
BLOCKS
B
D
A
C
CARROT
BANANA

Clothing II

DRESS

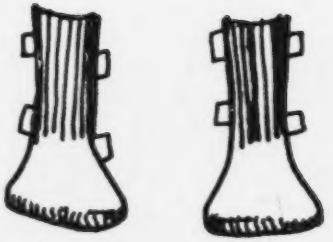
SKIRT

HAIR RIBBON
SWEATER OR JACKET
BLOUSE

TIE

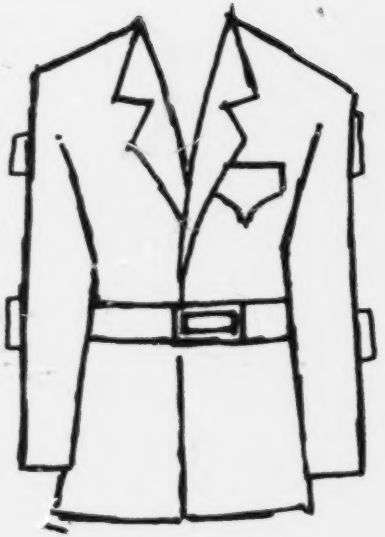
SHIRT

PANTS



SOCKS

SHOES



COAT

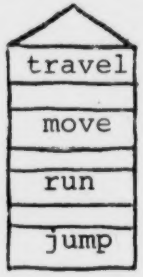
PLEASE TAKE CARE OF ME!

PLEASE HANG ME UP!

HELP! I AM SO WRINKLED I HURT!

PUT ME IN THE CLOSET.
I AM ALL SCUFFED UP!

TURTLENECK
MOCCASIN
DRESS
RAINCOAT
RING
BUTTON
TROUSERS
PLAID
PANTS
PRINT
MAXI
BOOT
SCARF
BELT
CAP
BELL BOTTOMS
TENNIS SHOE
BUCKLE
SWEATER
SNEAKER
VEST
SOCKS
BLOUSE
STRIPED
BAG
SHORTS
MINI
JACKET
HAT
SHOE

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. INTRODUCTION Jump up and move to another place in the room! - Allow time for everyone to locate. - Talk about ways the children moved. Did they walk? Run? Skip? Crawl? (Ask a child to show each of these movements.) - All of these are ways to move or travel. Introduce word on card and start word ladder by stringing words on a long shoestring.  	Physical Education: running skipping jumping hopping walking (Examples: elephant walk, duck walk, walk on balance beam, others the children suggest) Music: Musical games involving movement. Examples: Here We Go Around the Mulberry Bush; Skip to My Lou; Hop Up, My Ladies.	Word card: travel	Can children orally describe the way they moved about in the room? Can children identify the word travel?
2. DIRECTIONS While students are in their new place discuss their surroundings. - What is in front of you? - What do you see behind you? - Who or what is beside you? - (Do the same using left and right.) - Are you close to or far away from the front of the room? From the back?	Art: Draw a picture: of someone in front of you; something behind you; someone beside you; to the right and left of you. At the bottom write a sentence describing the location relationship.	Paper, crayons. See Travel I and II. Word cards: over right under toward on left beside Let children put them in the correct places.	Do students understand the location words? Can they draw a picture to show the spatial relationship?
3. EXPLORING Take a walk exploring the school building. (continued)	See School V. Make map for the school building.	Going Places	Can children find their way around the school building?

NOTES

ACTIVITIES

CORRELATED ACTIVITIES

MATERIALS

EVALUATION

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
Find their own classroom and the classrooms where friends or relatives are; find stairs, hall, bathrooms, library. If children are already familiar with the building, explore it keeping in mind which room is closest to the library, or farthest away from the classroom, which is smallest and largest, etc. - Make an experience chart of the trip. - Make a map of the school, labeling the rooms. (Small wall map)		Chart paper; magic marker	Can the children describe their walk? Can they make a simple map, labeling the rooms?
4. TRAVEL TYPES Let's name as many ways to travel as possible. - Write words on the board or on a chart. car boat bus horse train space ship wagon scooter bicycle airplane - Which of these are fast? - Which of these are slow? - Which of these are alive? - Which are run by motors?			
5. ROLE PLAYING Have 4 or 5 children choose a mode of transportation that they will pretend to be using. Introduce children by name. Let others guess.	Art: Give clay to each child to make something to travel in. Teacher should observe informal language development.		Can students role-play a type of transportation?

NOTES

ACTIVITIES

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
6. STORY Read a story about travel. Perhaps choose one that some of the children might read. For example: 1. "Look! Eddie Can Read." Scott-Foresman Open Highways. More Power. 2. "The Cat in the Hardware Store." Splendid Journey. Scott-Foresman Open Highways.	Put books, posters, magazines, on travel in an area in the room where they will be easily available to students to spark their interest. Show travel films and filmstrips.	Books, pictures, poster on travel. Films and filmstrips.	Can students listen to a story? Do the students look at the material in the room?
7. LET'S PLAN A TRIP (This may be a real or an imaginary trip.) - Decide location. - How will class travel? - How long will you stay? - What do you plan and hope to see and do? - What type of clothing should we wear, considering the weather and location? - Will you bring something back? In planning, let the children be as creative and imaginative as possible. If it is an imaginary trip to a far away place, they might travel by airplane (using their arms as wings, etc.).	To correlate with the unit on travel, the trip might be to the airport, or another appropriate place. Or, the trip might be walking to a nearby park or store, depending on your resources. If an actual trip is taken, be sure to get parental permission, arrange for transportation, etc.		Can students talk about where they would like to go?
8. CHART Make a chart outline of the trip plan. Use students' suggestions. Underline words such as walk, class, stop, street. Make a word card and add to the word ladder and student's file box.		Safety For Me Safety on Streets and Sidewalks	

NOTES

ACTIVITIES

CORRELATED ACTIVITIES

MATERIALS

EVALUATION

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
9. TRAVEL BEHAVIOR Discussion on reasons for good behavior when traveling in a group, and how they can be helpful to one another.	Practice at school before a trip.		Can students give suggestions and examples of good behavior?
10. GO ON THE TRIP If the trip is just a walk to the playground, make it special by singing songs or taking a new story to read or a new game to play after you arrive at the location.			
11. REPORT After returning, ask the children to tell each other what they enjoyed most or remembered best. Record the child's report and save to compare with speech development by the end of the year.		Tape recorder, tape.	Can children tell about their experiences?
12. MAP ACTIVITY Follow the map. Divide class into groups. Draw a map for each group to follow. On the map label the key landmarks. You might make this activity a Treasure Hunt, having students follow clues until they find the place. By dividing the groups you can use vocabulary (for the clues) that is appropriate for that group. At the end of the hunt, have a reward, such as candy, or something your students would enjoy.		Maps drawn on large pieces of construction paper.	Can a group of students read and follow the directions on a written map?

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ACTIVITIES

CORRELATED ACTIVITIES

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
13. SIGNS - What do these signs mean? - Have you seen one on the highway or street? - Where is one of these signs? - Why is it necessary to know what this sign means? - Students may choose one of the words and draw a picture or write a story to describe it. For motivation, discuss experiences they have had going to and from school or around town.	Travel II	Charts of common road signs. Safety Signs On Our Streets (transparencies) Possibly borrow actual highway signs from the Department of Motor Vehicles or local Highway Patrol office.	Do students know what to do when they see each word that is on the bulletin board? Can they write or dictate an experience they have had involving their travel?
14. HOW TO FIND HOME - Are there places in your neighborhood that you remember? - Do they help you to know where you are? - If you saw a _____ (pick a landmark that would be familiar to your students) would you know your location? - Let's list on the board some familiar places or objects that give clues to help you find your way. These are landmarks. (Introduce word card.)	Social Studies: Discussion of famous North Carolina landmark, Lighthouse at Cape Hatteras.	Picture or article on Cape Hatteras Lighthouse. Word card: landmark	Are students aware of landmarks in their neighborhood?
15. FILM Show film or filmstrip of another country or part of the U.S. with an obviously different culture. - Discuss noted differences, such as clothing, geography. - Guess the location, or if name is mentioned in film, find the spot on a map or globe.	Social Studies: Discussion. Many different types of people live in the world. What makes cultures different?	Post cards, travel posters, from friends or agencies. Map or globe Airplane Trip (film) Boats & Ships (film) Passenger Train (film)	Can students observe differences shown in in the film?

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ACTIVITIES

CORRELATED ACTIVITIES

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
16. HOW WOULD YOU TRAVEL . . . (Write on board) . . . to go uptown? . . . to New York? . . . to church? . . . to another state? . . . to the moon? . . . to Japan? . . . to the cafeteria? Discuss types of transportation that would be appropriate. - Which types of transportation would be fastest? - Which would be most comfortable? - Which would be most expensive? Most economical?	Students might illustrate one of these situations. Field trips.		Can students describe characteristics of different types of transportation?
17. TOOLS FOR TRAVEL What are some tools for travel? List tools on chart: maps road signs landmarks			Can students name tools that people use in traveling?
18. SIMPLE MAP Each student draws a simple map of how he goes to school or work, including stoplights, signs, etc.			Can students draw a simple map?
19. CITY MAP Introduce a city map. Make word cards including name of city, large streets, important landmarks. All students find their street on the map. Find the school.	Put plastic over the map for students to mark their route with grease pencil.	City map, clear sheets of plastic	Can students read a city map finding their home and school?

NOTES

ACTIVITIES

CORRELATED ACTIVITIES

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EVALUATION

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
20. PLANNING A TRIP (Secondary) Plan a trip, drawing on past discussions, vocabulary, etc. Give each student a sum of money (paper notes) to make a budget. The teacher will be the travel agent that sells tickets. Student makes outline of: 1. Location -- tell why. 2. Type and cost of transportation 3. Time of travel 4. Length of visit 5. Activities planned 6. What clothes you will take From the outline, the student could write a story about his trip. Students could give a play or "TV show" of their trip. (Build a stage or large TV set.)	Use transparency Travel III	Paper money, travel folders, transportation information and schedules.	Can the student plan a trip working within a budget and write a description of that trip?

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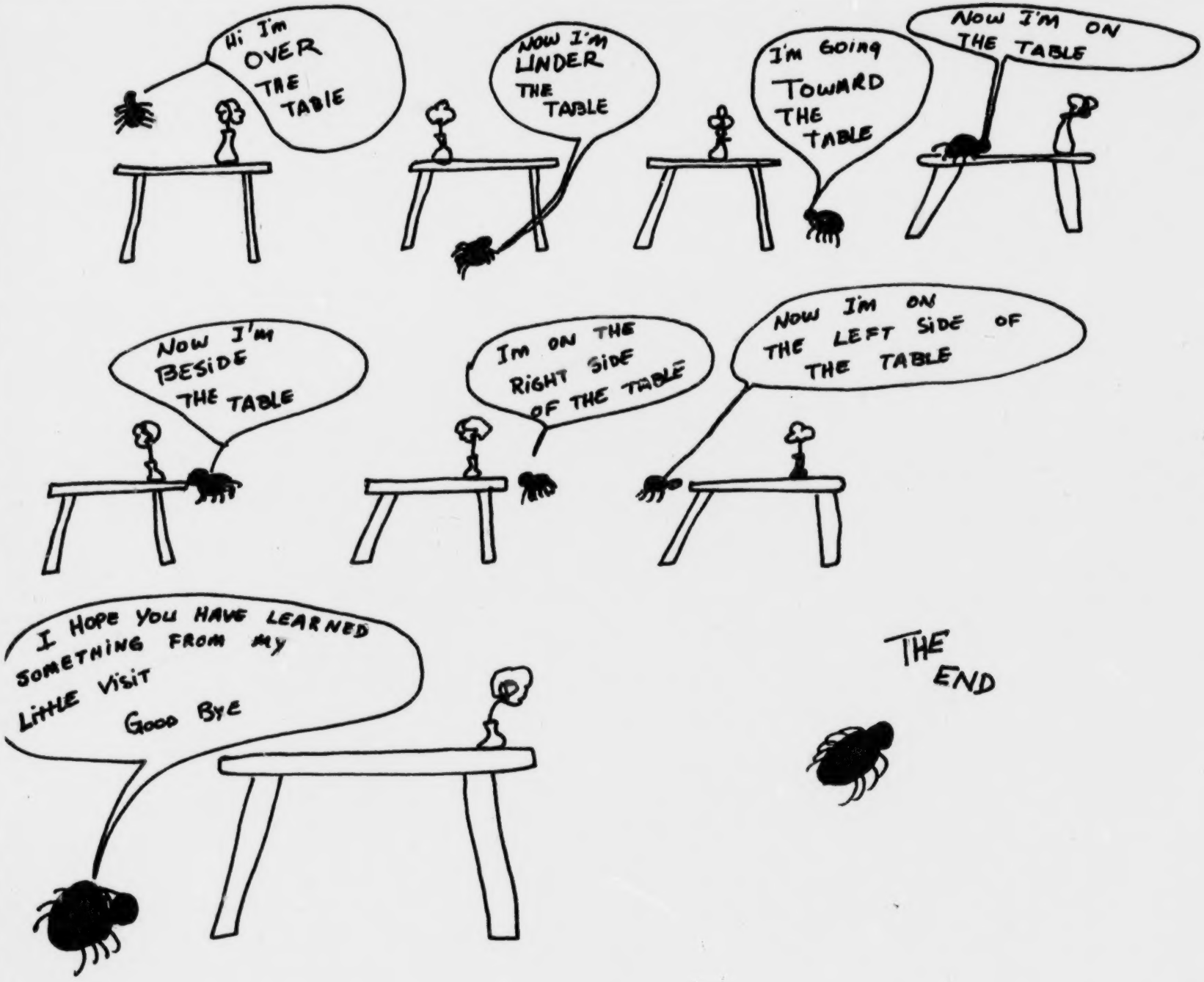
Hi I'm OVER THE TABLE
NOW I'M UNDER THE TABLE
I'm GOING TOWARD THE TABLE
NOW I'M ON THE TABLE
NOW I'M BESIDE THE TABLE
I'm ON THE RIGHT SIDE OF THE TABLE
NOW I'm ON THE LEFT SIDE OF THE TABLE
I HOPE YOU HAVE LEARNED SOMETHING FROM My LITTLE VISIT
GOOD BYE
THE END

WHAT DO I DO?

STOP

DO NOT ENTER

LEFT

WALK

CAUTION

ONE WAY

PRIVATE

CROSSWALK

DON'T WALK

SLOW

PLANNING A TRIP

1. LOCATION. WHERE WILL YOU GO?

2. TYPE AND COST OF TRANSPORTATION: HOW ARE YOU GOING TO TRAVEL AND HOW MUCH DOES YOUR TICKET COST?

3. TIME. HOW LONG WILL YOUR TRIP LAST?

4. LENGTH OF VISIT. HOW LONG WILL YOU STAY?

5. ITINERARY. WHAT ACTIVITIES DO YOU HAVE PLANNED? WHAT WOULD YOU LIKE TO SEE?

6. CLOTHING. WHAT TYPE OF CLOTHES WILL YOU WEAR IN THAT CLIMATE?

ECOLOGY *

COMMUNICATION SKILLS

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. BULLETIN BOARD Make a bulletin board entitled Let's Look At Our World. Students cut out pictures of things in our environment. Paste on construction paper. Discuss and classify the objects. Label groups and display on the bulletin board.	Perceptual-motor activity might include tearing out the pictures rather than cutting.	Magazines, scissors, paste, construction paper.	Can child cut and paste a picture, naming and classifying the objects?
2. DISUCSSION How Do We Know Our World? Ask questions: - How do you know there are chairs in this room? - How can you tell what we are having for lunch? - How do you tell the difference between salt and sugar?	Science: Use transparency Ecology I. Point to a part of the body. "What do we do with this part of our body?" See with our eyes. Hear with our ears. Taste with our tongue. Touch with our hand. Smell with our nose.		Can students verbalize how they perceive their environment?
3. SENSE AND TELL Play Sense and Tell game. Blindfold a student. A. For tasting and smelling experiences have items wrapped separately. Let the students guess what he is tasting. Make a label for the item.		Cracker, chocolate kisses, bread, apple, lettuce for tasting. Coffee, perfume, tobacco, glue, chalk for smelling. Sandpaper, cotton, play dough, masking tape, dish of water, comb for touching. Bongos, triangle, tambourine for hearing. *Records of sounds.	Can students orally describe objects identified by use of one of their senses?

*Many of these activities are based on Environmental Education, Division of Science Education, State Department of Public Instruction.

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
B. For touching experiences: - Put one item in a bag or box. Student puts his hand in to feel it. After guessing, take the item out and label it. C. For identifying sounds: clap hands play instruments stomp feet whistle knock Each student should have a turn to identify his experience.	Identify body parts.		Can students point to the correct body part when the chart is read?
4. OBSERVING Select pictures from the first activity which relate to the environmental problem. Add pictures or charts of beautiful natural settings, and of littered streets and other evidence of pollution. Discuss what caused this area to become dirty. Introduce word card. "What do you think pollution means?" "Do we have any pictures of pollution? Do we have pollution here in our room or school?"	Science: Plan a soft shoe walk outdoors. The soft shoe signal means everyone should be completely quiet. Listen for natural sounds. Make a class book of beautiful things or collections of wood, fallen branches, fallen leaves, seeds, nuts, feathers, rocks. Label names of objects and/or use as inspiration for still life drawings.	Magazines; pictures of smog, car exhaust fumes, littered picnic areas. Word cards: land air water pollution	Can students find differences in 2 sets of pictures? Can students point to and name air, land, and water pollution? Can students suggest that paper, bottles, etc., on the school ground are types of pollution?
5. CLEANUP WALK Plan a cleanup walk. Choose a section of school ground that your class will be responsible for cleaning up and keeping (continued)	Art: Make a litterbug. Stuff a large brown bag for the body. Add head legs, etc. Paint and add trim.	Paper bags, newspapers, paint, string, buttons, paste, pipe cleaners.	

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
cleaned up. Plant bulbs or see if a local nursery will donate a bush. Initiate a cleanup campaign for all the school to share in. Write an experience chart to be read together. Display in the classroom.	Each child illustrates cleanup scene on paper. Make into a class booklet.		
6. SET UP AN AQUARIUM Involve students in all stages of planning; i.e., where to set up the aquarium, placing gravel and plants. Have materials in science center (including books) to arouse interest and questions. Read parts of a book on setting up an aquarium or read parts that answer the children's questions. (It is most important that you choose a book the students will enjoy listening to. Ask questions to key listening.		Aquarium and necessary filter pump, etc. Gravel, plants, books on fish, fish, snails	Can students take part in planning the aquarium by asking questions, making suggestions?
7. CHART Make a chart, Steps in Setting Up An Aquarium. Use information from books and children's ideas to compose the chart. Read and write it together. Underline key words. Make a box of aquarium words. Following directions on chart as closely as possible, set up aquarium, adding fish and snails last.	Science: Discussion. What a fish must have to live. Compare what a plant, fish, and man must have in order to live and be healthy.		Can students listen to information, and ask and/or answer verbally questions that pertain specifically to the content of the readings? Can students read the chart?

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8. CREATIVE WRITING Observe fish for a few minutes. Write short paragraph or story. Topics: If I Were A Fish. . . If I Were A Snail . . . (What my world is like; what I see and touch.) Have students write stories as if they were a fish or snail living in the aquarium. Read stories to the class.			Can the student write a sentence, paragraph, or story, pretending to be a fish describing his world? Can the student read his work?
9. INTRODUCING ENVIRONMENT Summarize the world the fish live in. Introduce environment, relating it to fish's life in the aquarium. Stress that we have an environment, too. It is everything and everyone that is around us, all the things in our world that affect us.		Word card: environment	Can student recognize and say "environment" when shown on a word card? Can student list or name objects in their environment?
10. BRAINSTORM Have a time when children can name things in their environment. Anything (objects or people) is acceptable. As students call out their ideas, write words on the board. After brainstorming session circle the key words: air, land, water, trees. Read words together.			
11. WORD STUDY - Is the air we breathe as clean as it should be? Why or why not?			Can students talk about our water and air resources, making observations?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
- Are all of our lakes and streams healthy places for fish to live? And for people to swim and drink the water? - Introduce the word pollution. What is pollution? What causes it? What kinds of pollution do we have? How does pollution affect our everyday life?	Science Experiment: Display different types of water contaminants by placing a teaspoonful of contaminant in water container. Questions: 1. How many contaminants are visible in the water? 2. How many would be harmful to your health? 3. Could fish live in any of these? 4. When would you consider the water polluted? After one teaspoonful? After two teaspoonsful, etc?	Separate containers of water, teaspoonsful of sugar, oil, salt, fertilizer, food coloring.	Can students name which substances would be harmful to the water?
12. HOW DOES POPULATION AFFECT POLLUTION?	Raise snails in an aquarium. Keep a record of their offspring on a graph.		Can students count snails and make a graph showing the number of offspring?
13. REPORTS ON POLLUTION Divide the class into groups. Provide newspapers and magazines. Each group will find articles or pictures on his particular topic. Topics might include: water pollution land pollution air pollution population growth			Can students select articles or pictures from newspapers and magazines that pertain to pollution?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
Display articles and pictures on poster board with students' names as "Reporters on Pollution".			Can students give oral reports to the class on content of articles?
14. ROLE PLAY . . . . . . student dropping his candy wrapper on the street. . . . a person walking by a man drilling the pavement. . . . a man throwing cans, bottles, or other garbage into the stream while on a fishing trip. Encourage students to make up their own examples.			Can students dramatize a scene showing an act that contributes to pollution?
15. VARYING PERSPECTIVES - Walk down the hall or street looking at it as if you were an ant; an elephant; a tremendous giant. - Compare what you saw as an ant, elephant, or giant to what you normally see. - Write a story choosing one or all perspectives. - Stress the way one's environment is perceived using the senses. - Write key words on the board: see, hear, touch, smell, taste.	Science: Types of Pollution. Make a chart of types of pollution observed. Air pollution car exhaust dust bus exhaust factory smoke sewage odors Noise pollution horns machines trucks Land pollution concrete parking lots erosion septic tanks junk cars ashes open dumps		Can students imagine their environment from another perspective, and either write or verbalize their ideas?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
	Create smog by beating board erasers, burning paper, etc. Discuss presence or absence of smog in the city nearest you. Stress the interdependence of the environmental factors. For example, the effect of an automobile on the air and land.		
16. AIR POLLUTION Can we detect pollution from automobile exhaust pipes? Place a clean white cloth over an exhaust pipe of a car. Examine the evidence. Take another piece of cloth and hold it to the exhaust pipe for a few seconds after the car has been idling. Compare with the first cloth. Repeat this activity with different types of cars. Record observations on experiment sheets. Put needed vocabulary on the board.	Bulletin Board: See Ecology II Hang cloths on the board with pins or tacks. See Ecology III		Can students fill out the experiment sheets?
17. READING NEWSPAPER OR MAGAZINE Find advertisements for automobiles that have pollution control equipment. Find ads or articles about unleaded gasoline.		Newspapers, magazines	

(continued)

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
Find an ad or article encouraging the buying of lower horsepower cars to control pollution.			
18. REPORT Each student could select an article and read or report to the class on it.			Can the students read an advertisement to the class and discuss it?
19. ADVERTISING Call for discussion on power of advertising and the need to read ads carefully.			
20. DISCUSSION General discussion of concerns leading to writing letters to congressmen or senators about their concern. Have example of proper letter form.	Social Studies: Who are our representatives and what do they do (state and national level)?		Can students write a letter to their representative?

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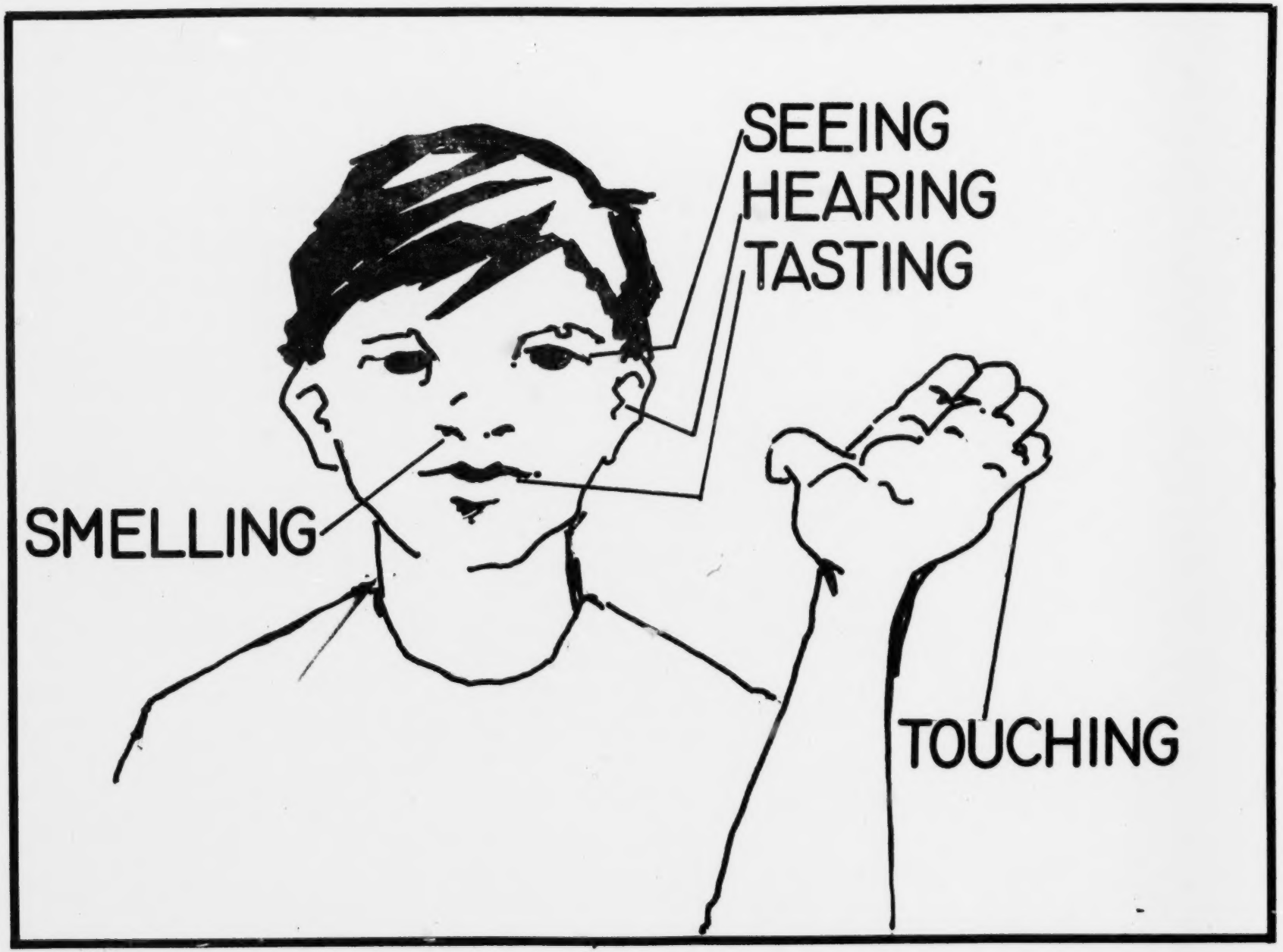
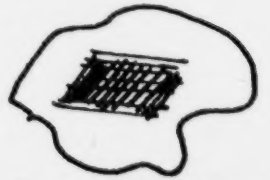
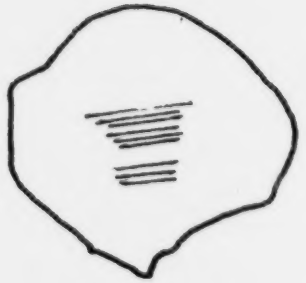

SEEING
HEARING
TASTING
SMELLING
TOUCHING

CAUGHT IN THE ACT OF POLLUTING



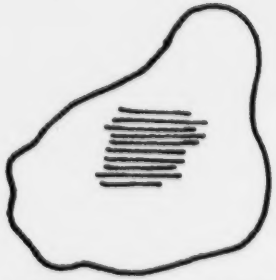
1965 CHEVROLET

1971 FORD



VW BUS

1969 DODGE



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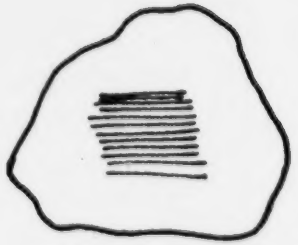

BEACH BUGGY

OBJECTIVE:

MATERIALS:

PROCEDURE:

RESULTS:

CONCLUSIONS:

Bibliography

COMMUNICATION SKILLS

Section	Call Number	Item	Source
Occupations	71-04-00-2308-(01-18)	What Job For Me? Series	McGraw-Hill. 1967. $1.20 ea.
	71-50-36-0923	I Want A Job	Frank E. Richards 1964. $.25 ea.
	66-08-26-1514	On Your Own Accent/Family Finances	Follett Educational Corp. 1968. NPA
	66-08-26-1021	Just Married Accent/Family Finances	Follett Educational Corp. 1968. NPA
	71-14-13-1503	Occupational Education Series Filmstrips	Eye Gate. 1959. $39.00 per set
		Getting A Job Pacemaker Books	Fearon Publishers
		Help Yourself To a Job Workbook	Finney Company
		You and Your Job Workbook	Finney Company
		Carson. Teen-Agers Prepare for Work, Books 1 and 2	Esther O. Carson. 18623 Lake Chabot Road Castro Valley, Cal. $1.95 ea.

Bibliography

COMMUNICATION SKILLS

Section	Call Number	Item	Source
Clothing	62-50-03-1605	Dunn. Peabody Language Development Kit, Level P	American Guidance Service. $145.00
	71-08-32-1914	Hartley. Snip, Clip, and Stitch: A Clothing Construction Program	Parkinson Division. Follett. 1968. Students: $2.97 Teachers: $3.96
	65-23-09-0312	Clothing (film)	Britannica. $135.00

Bibliography

COMMUNICATION SKILLS

Section	Call Number	Item	Source
Travel and Transportation	68-31-16-1901	Safety Signs On Our Streets (transparencies)	DCA Educational Products. 1966. NPA.
	68-08-06-1901	Baird. Safety for Me	Stanwix House. 1966. $1.00
	68-66-00-1901	Safety on Streets and Sidewalks (flannel board)	Instructo. 1968. $2.00
	65-08-63-0715	Going Places	Rand McNally. 1965. $2.00 Teachers: $1.00
	65-23-09-0109	An Airplane Trip By Jet (film)	Britannica. 1965. $135.00
	65-23-09-0215	Boats And Ships (film)	Britannica. 1965. $135.00
	65-23-09-1601	The Passenger Train	Britannica. 1965. $135.00

Bibliography

COMMUNICATION SKILLS

Section	Call Number	Item	Source
Ecology*	64-01-07-0615	Showers. Follow Your Nose	Children's Music. 1946. $2.75
	64-01-07-0801	Fatio. The Happy Lion	Children's Music. 1954. $2.95
	64-01-07-0912	Lenski. I Like Winter	Children's Music. 1950. $2.50
	64-01-07-1325	Aliki. My Five Senses	Children's Music. 1962. $4.95
	64-01-07-1415	Lenski. Now It's Fall	Children's Music. 1948. $2.50
	64-01-07-1514	Lenski. On A Summer Day	Children's Music. 1953. $2.50
	64-01-07-1905	Selsam. Seeds and More Seeds	Children's Music. 1959. $1.95
	64-01-07-1916	Lenski. Spring Is Here	Children's Music. 1945. $2.50
		Best in Children's Literature Series (records to accompany preceding books)	Bowmar. $4.95 ea.
	64-22-07-0114	Loban. Animals	
	64-22-07-1421	Loban. Numbers and Time	
	64-22-07-1905	Loban. Seasons	
	64-22-07-1909	Loban. Sights and Sounds	
	64-22-07-2315	Loban. The World of Nature	

*Write North Carolina State Department of Conservation and Development for materials in specific areas of water, land, and air pollution.

NUMBER SKILLS

PRE-TEST FOR NUMBER SKILLS*

Directions:

The Pre-test for Number Skills has been broken down into six sections for more convenient use. It is not necessary to require students to complete all six sections of the Pre-test. Administer enough sections to ascertain the student's functioning level. If a section appears to be too easy for a student, move to a more advanced section. If a section is too difficult, drop to a lower level.

Through your observations and selected sections of the Pre-test, determine how the student works, his types of errors, and his lack of concepts. These facts will enable you to select appropriate activities from the supplementary list.

The Pre-test may be administered orally, in mimeographed form, or at the chalkboard. Select the presentation method that best suits the test item. Certain sections of the test are best administered individually (Sections I, II, and parts of Section III). Other sections (Sections IV, V, and VI) may be administered on a group basis.

*From Arithmetic Curriculum for the Mentally Handicapped, Department of Special Education, Cardinal Stritch College.

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PRE-TEST FOR NUMBER SKILLS

SECTION I

Test Items	Testing Suggestions
1. One ____ Many ____	1. Show the child two separate boxes, one having one block, one having many. Ask the child to "Show me one block". "Show me many blocks."
2. One for each ____	2. Using an egg carton, ask the child to place one block in each section of the carton.
3. Enough ____ Not enough ____ Too many ____	3. Show the child three egg cartons with objects. Ask him to find the carton that has just enough objects (one in each section); the one that does not have enough; the one that has too many.
4. Counting (list to highest number) Rote Count ____	4. Test rote counting: "Help me count . . ."
5. Rote Rhythm Count: Counts smoothly with alternating body rhythm___ Counts smoothly using dominant hand___ Counts chimes, bells, other sounds ___	5. Child counts while slapping his knees, first with one hand, then with the other. Note if the child gives one slap for each number. Direct him to beat a drum in the same way. Next direct him to tap the drum with his dominant hand, counting. Direct the child to listen and count while the teacher strikes a bell, or produces other sounds.
6. Rational Count: Counts objects ___ Shows finger groupings: 1 ___ 2 ___ 3 ___	6. Line up three objects; test if the child counts them accurately. Add more objects. Ask the child to show one finger, two fingers, three fingers.
7. Big ___ Little ___ Tall ___ Short ___	7. Ask the child to draw a big ball on the chalkboard; a little ball. Ask the child to make himself tall; to make himself short.

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8. In ___ Out ___ Up ___ Down ___ Here ___ There ___	8. Give the child directions for placing objects using the words listed.
9. Day ___ Night ___	9. Ask the child to tell or pantomime things he does during the day; at night.
10. Take away ___ Add more ___ Nothing left ___	10. Begin building a tower; tell the child to add more blocks; to take some away; to take them all away. Ask what is left.

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SECTION II

Test Items	Testing Suggestions
1. Number Recognition 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____	1. Number Recognition a. Teacher flashes number card to child. b. Teacher writes number on chalkboard and asks child to identify the number. c. Teacher indicates numbers in books and asks child to identify these numbers.
2. Writing Numbers From copy: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ From dictation: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____	2. Writing Numbers a. Teacher asks child to copy symbols from the chalkboard or from a teacher copy. b. Teacher asks child to write numbers as they are dictated.
3. Rational Counting 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____	3. Rational Counting a. Teacher shows a number to the child and asks him to place the required number of objects next to the number. b. Teacher writes the number on chalkboard and the child is required to make corresponding number of circles or lines. c. Teacher draws circles and the child is required to write the correct number below.
4. Groupings 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____	4. Groupings a. Teacher arranges objects in number groupings and asks the child to identify the group without counting each object. b. Teacher draws objects on the chalkboard in groupings and asks the child to identify the group.

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SECTION II (cont.)

5. Rote Counting To _____	5. Rote Counting Ask the child to count and note when he omits a number. Record the last number correctly given.
6. Serial Order Errors _____ All correct _____	6. Serial Order a. Teacher writes numbers on paper or chalkboard leaving blanks for the child to fill in. b. Teacher shuffles number cards and asks child to arrange them in correct order.
7. Measurement Vocabulary Big ____ Little ____ Over ____ Under ____ Top ____ Bottom ____ In front of ____ Behind ____ Tall ____ Short ____ Long ____ Short ____ Fast ____ Slow ____ Hot ____ Cold___	7. Measurement Vocabulary a. Teacher uses objects of grossly varying sizes; asks child to identify the designated one. b. Objects are used for testing terms of position. The child is asked to place a block (or some other suitable object) according to direction. c. Use objects or experiences to check the child's comprehension of indicated concepts.
8. Problem Solving Vocabulary Add ____ Take away ____ Nothing left ____ More ____ Less ____	8. Problem Solving Vocabulary a. Teacher starts a block tower and asks the child to add one more, take one away, take all away, tell what is left. b. The child is directed to add objects to an existing group and to express the idea that now there is more; take some away and express the idea that now there is less.

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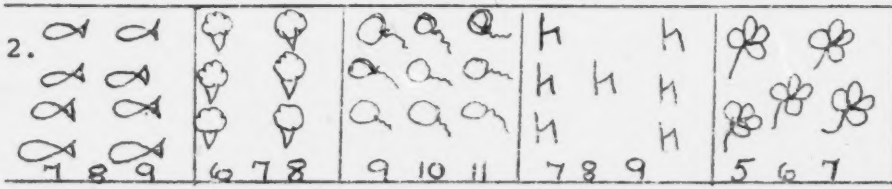
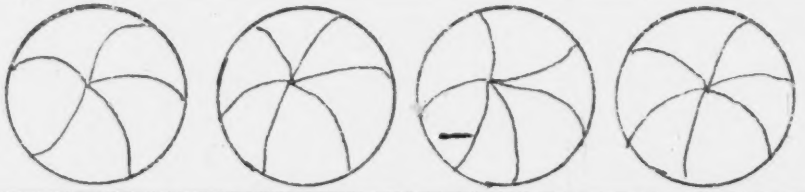
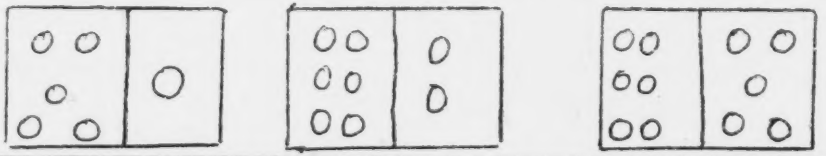
EVALUATION

SECTION III

Test Items	Testing Suggestions
1. ____ ____ ____ ____ ____	1. How many? Teacher directs child to put correct answer on line.
2.  7 8 9 6 7 8 9 10 11 7 8 9 5 6 7	2. Teacher directs child to encircle correct number.
3. 	3. Ordinals and Forms Teacher orally directs child to: Make a square on the fourth ball, draw a line under the second ball, make a circle around the first ball, put a triangle around the last ball.
4. 	4. Teacher directs child to cross out the box that has more.
5. Write the numbers: 10 ___ ___ ___ ___ ___ ___ ___ ___ ___ 20	5. Write the numbers.
6. Size Large ____ Larger ____ Largest ____ Small ____ Smaller ____ Smallest ____	6. The teacher shows concrete objects of varying sizes and directs the child to select the size as designated.

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SECTION III (cont.)

7. Position High ____ Low ____ Above ____ Below ____ Left ____ Right ____	7. The teacher points out the ceiling lights and an object near the floor. Then she asks the child: "Which is high?" "Which is low?" The teacher asks the child to put out his left foot; his right foot.
8. Linear Measure	8. The teacher directs three children of quite different heights to step to the front of the room; then she inquires as to who is taller than _____ (name of shortest child); who is tallest; who is shorter than _____ (name of tallest child; who is shortest. Presenting a six-inch ruler, foot ruler and a yardstick, the teacher asks which is longer than the six-inch ruler; which is longest; which is shorter than the yardstick; which is shortest.
9. Liquid Measure Cupful _____ Spoonful _____	9. The teacher asks the child to select a spoon and a cup from a variety of containers, and give her a spoonful and then a cupful of water.
10. Sequence of Days Days before _____ Days after _____	10. The child is asked: What day comes before Sunday? Before Tuesday? Before Saturday? What day comes after Monday? After Wednesday? After Friday?
11. Money Penny _____ Nickel _____ Dime _____ Change making _____	11. Show the child a nickel, a dime, and a penny. Ask the child to identify each coin. Ask the child: "If you buy a stick of gum for one cent, how many pennies do you get back from a nickel?"

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ACTIVITIES

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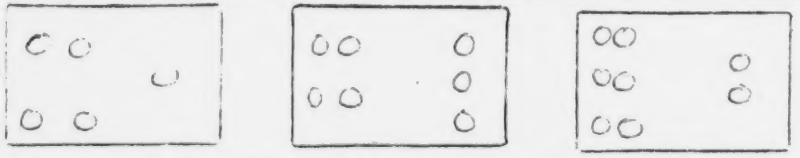
EVALUATION

SECTION IV

Test Items	Testing Suggestions
1. 	1. Put an X on the box that tells that 4 and 3 are 7.
2. 16 ___ 20 4 ___ 8 10 ___ 14	2. When you count by 2's, what numbers belong in these blanks?
3. 10 ___ 30 ___ ___ ___ 70 ___ 90	3. When you count by 10's, what numbers belong in these blanks?
4.	4. Which apple is divided in half?
5.	5. Mark one half of the eggs.
6. ___ o'clock half past ___ ___ o'clock	6. Write the time.
7.	7. Which is heaviest?

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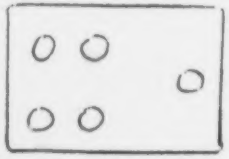
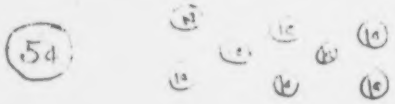
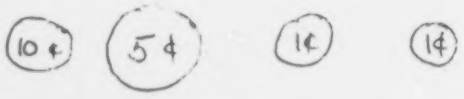
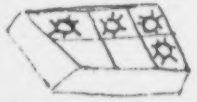
SECTION IV (cont.)

8.	8. Write 13 in the first box, 67 in the second, 42 in the third, and 98 in the fourth.
9. 	9. Draw a circle around the number facts that tell the story in the first box.
10. 	10. Count the money and write how much it is.
11.  10¢ 17¢ 23¢	11. Put a circle around the number that tells how much money this is.
12.	12. An ice cream cone costs 10¢. Which box has enough money in it?
13.  $\begin{array}{r} 6 \\ -1 \\ \hline 5 \end{array}$ $\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array}$ $\begin{array}{r} 6 \\ -2 \\ \hline 4 \end{array}$	13. What number story tells the story in the first box?
14. 68 = ____ tens, ____ ones 19 = ____ tens, ____ ones 70 = ____ tens, ____ ones	14. Tell how many tens and how many ones.

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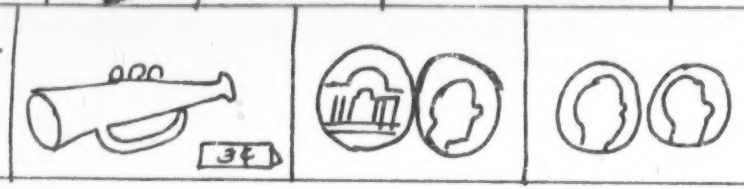
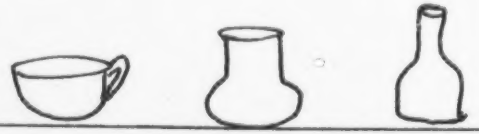
SECTION IV (cont.)

15.	15. Put an X on the box that shows a pair.
16. 	16. Jane had a nickel. She bought a horn. Put an X in the box that shows how much change she will get.
17.	17. Make a line under the board that is four inches long.
18.	18. Put an X on the rectangle.
19.	19. Make a circle around the lowest tree. Put an X on the middle-sized tree. Make a square around the highest tree.
20. 	20. Put an X on one quart. Make a line under the pint. Draw a circle around the cup.

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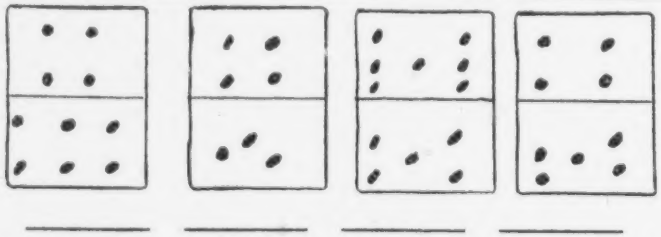
SECTION V

Test Items	Testing Suggestions
1.  _____ _____ _____ _____	1. How many in all?
2. 6 +6 _____ 7 +4 _____ 5 +7 _____ 7 +1 _____ 3 +6 _____ 4 +4 _____	2. Write the answers.
3. 12 -4 _____ 10 -7 _____ 8 -2 _____ 6 -2 _____ 11 -9 _____ 9 -4 _____	3. Write the answers.
4. 120 _____ _____ _____ _____ _____ 126 143 _____ _____ _____ _____ _____ 149 186 _____ _____ _____ _____ _____ 192	4. Fill in the blanks.
5. 50 -40 _____ 37 -25 _____ 40 +30 _____ 20 +60 _____ 36 -24 _____ 52 +36 _____ 2 1 2 _____ 3 7 1 _____ 6 4 2 _____ 2 4 0 _____ 5 4 1 _____ 2 1 4 _____ 2 0 8 _____	5. Write the answers.
6.	6. Mark the number of cups in one quart.

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7. 52 ___ ___ ___ 60 ___ ___ ___

45 ___ ___ ___ 65 ___ 75 ___

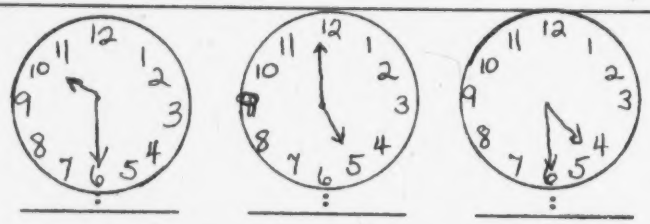
110 ___ ___ ___ 150 ___ ___ 180

7. Fill in correct numbers:
Count by 2's.
Count by 5's.
Count by 10's.

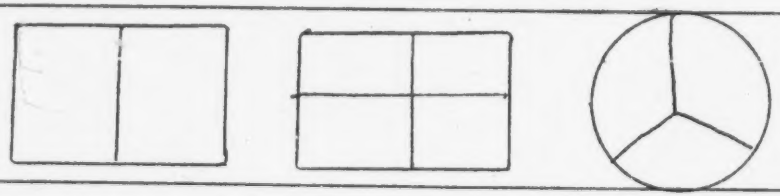
8.

	hundreds	tens	ones
124			
130			
166			

8. Fill in the blanks.

9. 

9. Write the correct time.

10. 

10. Make a circle around the picture that shows 1/4; make a line under the picture that shows 1/3; make an X on the picture that shows 1/2.

11. Sunday ___ ___ Wednesday

Tuesday ___ ___ Friday

Thursday ___ ___ Sunday

11. Write the names of the days that belong in the blanks.

12. February ___, May ___

___ December, ___ April

December ___ February,

July ___ September

12. Write the month that comes after; before; between.

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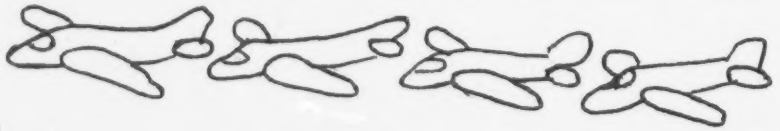
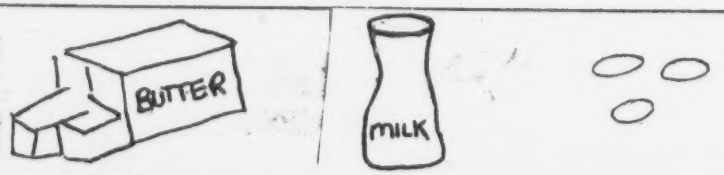
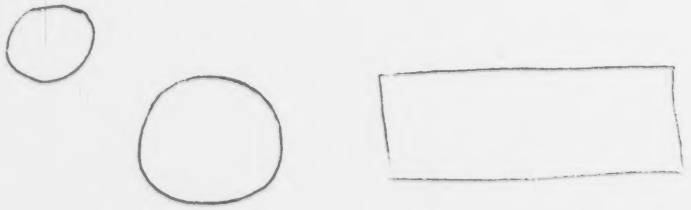
SECTION V (cont.)

13. 	13. Put an X on the last airplane.
14.	14. Make a circle around the group that is 1 dozen.
15. 	15. What do you buy by the pint?
16.	16. Robert had a half dollar. He paid 35¢ for a knife. Mark the number that tells how much change he will get.
17. 	17. Mark the dollar with an X. Make a circle around the quarter. Make a square around the half dollar.

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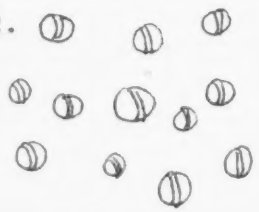
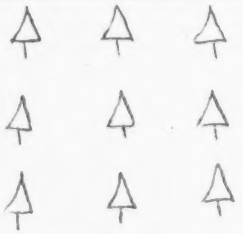
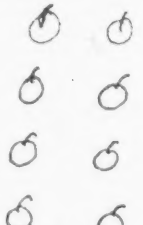
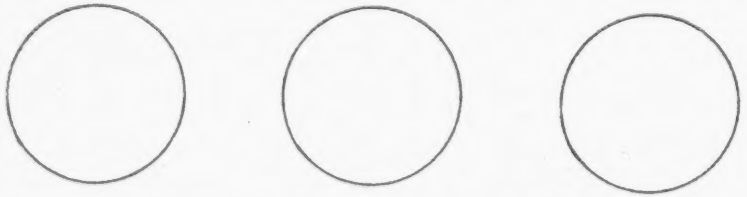
SECTION VI

Test Items	Testing Suggestions
1.	1. Write the fraction that tells what part of the figure is shaded. 1/2 One-half 1/3 One-third 1/4 One-fourth
2.  A.  B.  C.	2. Make a circle around one-half of the balls in Box A. Put a box around one-third of the trees in Box B. Put a line under one-fourth of the apples in Box C.
3.  10 minutes to 4 1 o'clock half past three	3. Draw hands on these clocks to show the time designated.
4. 69 = ____ tens ____ ones 251 = ____ hundreds ____ tens ____ ones 8 tens and 4 ones are _____ 1 hundred 4 tens 8 ones = _____	4. Fill in the blanks.

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SECTION VI (cont.)

5. Draw lines from the words to the abbreviations.

foot	yd.
inch	ft.
yard	oz.
ounce	lb.
pound	in.
bushel	bu.

6. Draw a line to the things that mean the same.

1 penny	5¢	1 nickel and 1 penny	$1.00
1 nickel	$1.00	2 dimes and 1 nickel	75¢
1 dime	25¢	2 quarters and 1 dime	45¢
1 quarter	1¢	1 half dollar and 1 quarter	6¢
1 half dollar	50¢	4 quarters	60¢
1 dollar	10¢	3 dimes and 3 nickels	25¢

7. Add and check.

6	2	24	418	362	708	236
3	9	38	613	631	166	7
8	8	27	326	418	271	304
1	3	13			392	18

8. Subtract and check.

847	76	472	176
-231	-28	-147	- 88
347	412	510	403
-176	-167	-237	-169

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SECTION VI (cont.)

9. 32 x 4 242 x 2 38 x 3 225 x 3 342 x 3 485 x 4 710 x 5 604 x 6	9. Multiply.
10. 4)48 2)684 3)183 2)400 3)630 6)489 3)691 3)908 3)123 5)873	10. Divide.
11. 2 nickels = one _____ 4 quarters = one _____ 25 pennies = one _____ 5 nickels = one _____ 10 pennies = one _____ 20 nickels = one _____	11. Fill in the blanks.
12. 83 _____ 47 _____ 60 _____ 52 _____ 55 _____ 98 _____	12. Write the correct number names.
13. Tuesday _____ November _____ February _____ Thursday _____ August _____ Wednesday _____ October _____ January _____	13. Write the abbreviations.
14. a. _____ b. _____ c. _____ d. _____	14. Direct the child to write: $4.25, 75¢, $2.50, $1.07

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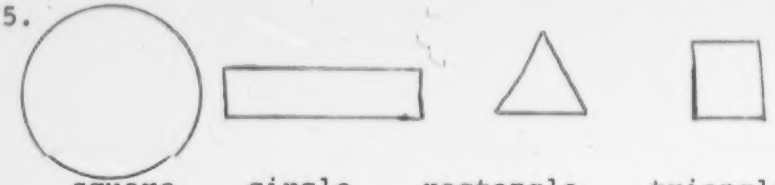
15. 

square circle rectangle triangle

15. Draw lines to the figures.

16.

multiply	times	each part
total	minus	remainder
subtract	sum	take away
quotient	less	product
bring down	difference	share
is left	from	divide

16. Put 1 after addition words.
Put 2 after subtraction words.
Put 3 after multiplication words.
Put 4 after division words.

17.

12 things	1 year	4 quarts	1/2 hour
16 ounces	1 dozen	12 months	1 gallon
60 minutes	1 pint	36 inches	1 foot
7 days	1 hour	30 minutes	1/2 dozen
2 cups	1 pound	12 inches	1 year
365 days	1 week	6 things	1 yard

17. Draw lines between the two that mean the same.

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SECTION VI (cont.)

18.	X	3	XI	12	18. Draw lines between the two that mean the same.
	I	5	IX	9	
	III	1	VII	11	
	VI	10	XII	4	
	V	6	IV	7	

19.	$ .28	4 dimes, 2 pennies	19. Draw lines from the amounts of money to the coins.
	$ .15	1 dime	
	$ .42	3 dimes, 4 pennies	
	$ .34	1 quarter, 3 pennies	
	$ .10	3 nickels	

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GUIDING PRINCIPLES IN TEACHING ARITHMETIC*

1. Check pupil readiness for each new concept or skill you plan to teach.

    a. Mental age.

    b. Informal inventory test that includes actual work level and teacher observations. This inventory should include how the child works, his types of errors and his lack of concepts.

    c. Provide foundation work in building meaningful arithmetic vocabulary and in establishing number concepts.

2. Pace the work to the child's own rate of learning.

3. Establish a functional attitude toward arithmetic.

    a. Make sure the child applies what he knows in daily meaningful activities and situations.

    b. Present every number concept in some situation as it is used in life.

    c. Be alert to and use the number possibilities present in various social studies, science, health and in everyday child experiences.

4. Guide the transfer from concrete to abstract. See <u>Six Steps in Making the Transfer from Concrete to Abstract Symbols</u>.

5. Secure retention by seizing every opportunity for use of known skills, such as counting out papers for groups.

*Adapted from <u>Resource Guide for Special Education Teachers</u>, State of Hawaii, Department of Education.

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SIX STEPS IN MAKING THE TRANSFER FROM CONCRETE TO ABSTRACT SYMBOLS*

1. An incidental experience with numbers.

   Jim found 2 rocks. Later he found 4. He discovers he now has 6.

2. Several experiences in which the same combination of quantities occur.

   a. This morning there were two robins at the bird feeder and 4 blue jays on the ground.

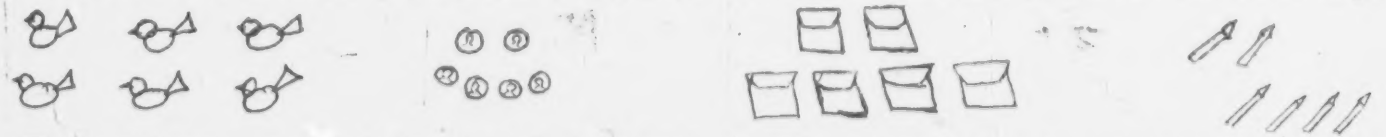
   b. James had 2 pennies. His mother gave him 4 more.

   c. There are 2 milk cartons on this table and 4 on that table.

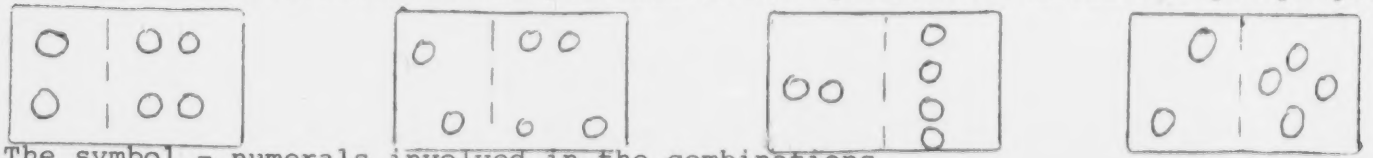
   d. She has 2 crayons and he as 4 crayons.

3. A picture story of each experience drawn by children to illustrate the above experiences.

4. Simplified pictures - picture groupings of the materials involved in each experience.



5. The pattern - conventionalized patterns of the quantities in various groupings.



6. The symbol - numerals involved in the combinations.

$$\begin{array}{r} 2 \\ +\,4 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\,2 \\ \hline \end{array} \qquad 2+4= \qquad 4+2=$$

*Adapted from Arithmetic Curriculum for the Mentally Retarded, The Cardinal Stritch College, 1960.

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. BIG - LITTLE Read Jack and the Beanstalk or a similar story involving big and little characters. Children may pantomime big and little, find big and little items in the classroom, or reenact the story.	P.E.: "Big Steps/Little Steps" (a variation of Giant Steps).	A record, filmstrip, or film may be substituted for the book.	Is the child able to identify the big and little characters in the story?
2. BIG - LITTLE Measure the children, noting their heights on the wall, chalkboard, or separate chart. Label each child's height with his name. Pair children according to big:big, little:little, and/or big:little. Encourage the children to select the child that is big or little according to teacher direction.	Children may also classify pairs of children as to same or different heights. Bulletin Board: See Measurement 1 Art: Draw someone who is big (father, older brother, etc.). Draw someone who is small (see Measurement I).	Drawing paper, crayons, Measurement I	Is the child able to discriminate big and little in the heights of his classmates?
3. BIG - LITTLE Instruct the child to find a big block, a little car, etc. Match two big blocks, two little blocks, a big block and a little ball, etc.		A variety of big and little objects. A worksheet completed under teacher supervision requiring the child to color or circle specific big and little items.	Can the child identify on paper the concepts of big and little?
4. BIG - LITTLE Place a big and a little item in a paper bag. Using only the sense of touch, have the child select a designated item. Vary the procedure by requiring the child to describe the little item and/or the big item.		Paper bag, various big and little items. Sense and Tell Ladoca materials	Can the child tactically discriminate between big and little?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
5. BIG - LITTLE Give each child an assortment of big and little red and yellow pieces of construction paper, a sheet of black construction paper and some paste. Instruct the children to paste a big red piece of paper on their sheet. Vary the directions to include big and little pieces of each color.		Red and yellow pieces of construction paper, black construction paper, paste. Magnetic shapes from the Peabody Language Development Kit, Level P	Can the child identify and paste according to teacher directions big and little pieces of construction paper?
6. BIG - LITTLE During a free period, allow the children to cut pictures from magazines. Later the pictures may be classified by the group or by individuals as to big or little. Pictures may be pasted and bound into a class book for later reference.	P. E.: Develop relay races involving big and little steps, hops, and jumps.	Scissors, magazines	Can the child identify magazine pictures depicting big and little articles?
7. SHORT - LONG Using the flannel board and various lengths of yarn, ask the children to discriminate between long and short pieces. Present the lengths of yarn in horizontal, vertical, and angular positions. Vary the presentation by allowing a child to act as teacher and present the yarn lengths.		Yarn, flannel board Magnetic strips from the Peabody Language Development Kit, Level P	Can the child identify long and short pieces of yarn presented in varied positions on the flannel board?
8. SHORT - LONG Place a long and a short item (such as a pencil) in a paper bag. Using on the sense of touch, have the child select the designated item. The child		Sense and Tell Paper bag or box, long and short items. Ladoca materials	Can the child tactically discriminate long and short items?

(continued)

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
may also name the item in addition to classifying its length.			
9. SHORT - LONG Have the children locate objects in the classroom that fit the specifications of long or short (pencils, tables, etc.). After the children are aware of such items, play a variation of the game "I Spy." (Example: "I spy something that is long. It has a sharp point and is green.)			Is the child able to describe long and short items found in the classroom?
10. LONG, LONGER, LONGEST Using yarn, sticks, paper strips, etc., provide the children practice in choosing the item that is long, longer, or longest. (Example: "I have one that is long. What has a longer one?" "Who has the longest stick, Jim, Mary, or James?")	Worksheet: Using pictures of snakes, ropes, pencils, etc., have the children circle the one that is long, longer, or longest according to teacher direction.	Yarn, sticks, paper strips, etc. Worksheet	Can the child demonstrate on paper that he understands the concepts of long, longer, longest?
11. MEASUREMENT TO 12" Provide the children with pre-measured strips of paper. Using their desk rulers, have each child measure the strips and record the length on the strip. (Have the correct length recorded on the strip or on a separate answer sheet so each child may check his measurement.)	Language: Plural of inch.	Pre-measured strips of paper. Worksheet with lines of various lengths. A paper ruler showing only inch marks taped to each child's desk. *Let's Measure: Inches, Coronet Films	Can the child accurately measure and record a piece of paper 12" or less?
12. ADDITION TO 12 Distribute pairs of colored paper strips to each child. Instruct the child to measure th (continued)		Pairs of colored construction paper strips of various lengths, each color totaling 12" or less.	Can the child add the total length of two pieces of construction paper totaling 12" or less?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
each pair of strips, add the total length of each pair, and record his answer beside the corresponding color code on his answer sheet. Allow ample time for practice before the children begin recording their answers.		Desk rulers Color-coded answer sheets to correspond to the colors of the construction paper strips. Arithmetic Step By Step	
13. SUBTRACTION UP TO 12 Using the pairs of paper strips described in Activity #12 have the children measure each strip, subtract the shorter from the longer, and record their answers on a color-coded answer sheet.		Same as Activity #12 Rulers and Measurement (transparency)	Is the child able to measure two paper strips, subtract the shorter from the longer, and record the answer?
14. ADDITION (MULTIPLICATION) Divide the class into three or four teams. One member from each team is given an oral problem at the board. (Example: How many inches are there in two feet?) A tally is kept of the problems correctly solved by each team. The winning team is allowed to go to lunch first or a comparable reward.	Language: Plural of foot and inch.	Chalkboard *Measurement, Coronet Films	Can the child correctly compute the total inches in a given number of feet using addition (multiplication)?
15. DIVISION Activity #14 may be altered to require the child to convert inches to feet. (Example: How many feet are there in 48 inches?) Problems may be presented orally, on the chalkboard, or on a worksheet.	Language: Plural of foot and inch.	Chalkboard and/or worksheet. Learning About Measurement	Is the student able to convert inches to feet using division?
16. DIVISION - MULTIPLICATION On a chart or individual sheets, list the height of each		Chalkboard and/or worksheet. Measure Up	Is the student able to convert inches to feet and feet to inches

(continued)

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
student in the class. Have the students convert each height to inches; add the heights of all the boys; add the heights of all the girls; add the heights of all the students. Each of these activities will involve conversion of inches to feet.			
17. DIVISION Using the heights in Activity #16, have the students find the average height of the class, of the boys, and of the girls.		Chalkboard and/or worksheet	Can the student convert feet to inches, find an average, and convert inches to feet?
18. SUBTRACTION Using the averages obtained in Activity #17, have the students calculate the deviation from the average of each boy and of each girl.		Chalkboard and/or worksheet	Is the student able to find the deviation from the average when conversion of feet and inches is involved?
19. MULTIPLICATION Given an average height (use those obtained in Activity #17), what would be the combined height of 3 girls, 4 girls, 5 boys, 2 boys, etc.?		Chalkboard and/or worksheet	Is the student able to multiply feet and inches by a one-place multiplier when convernsion is necessary?
20. CLOTHING SIZE Introduce the meaning of standard size in relation to clothing size. Help each student compile a list of his present clothing sizes using various instruments of measurement.		Tape measurer, shoe measurer, hat measurer	Does the student know his own clothing size?

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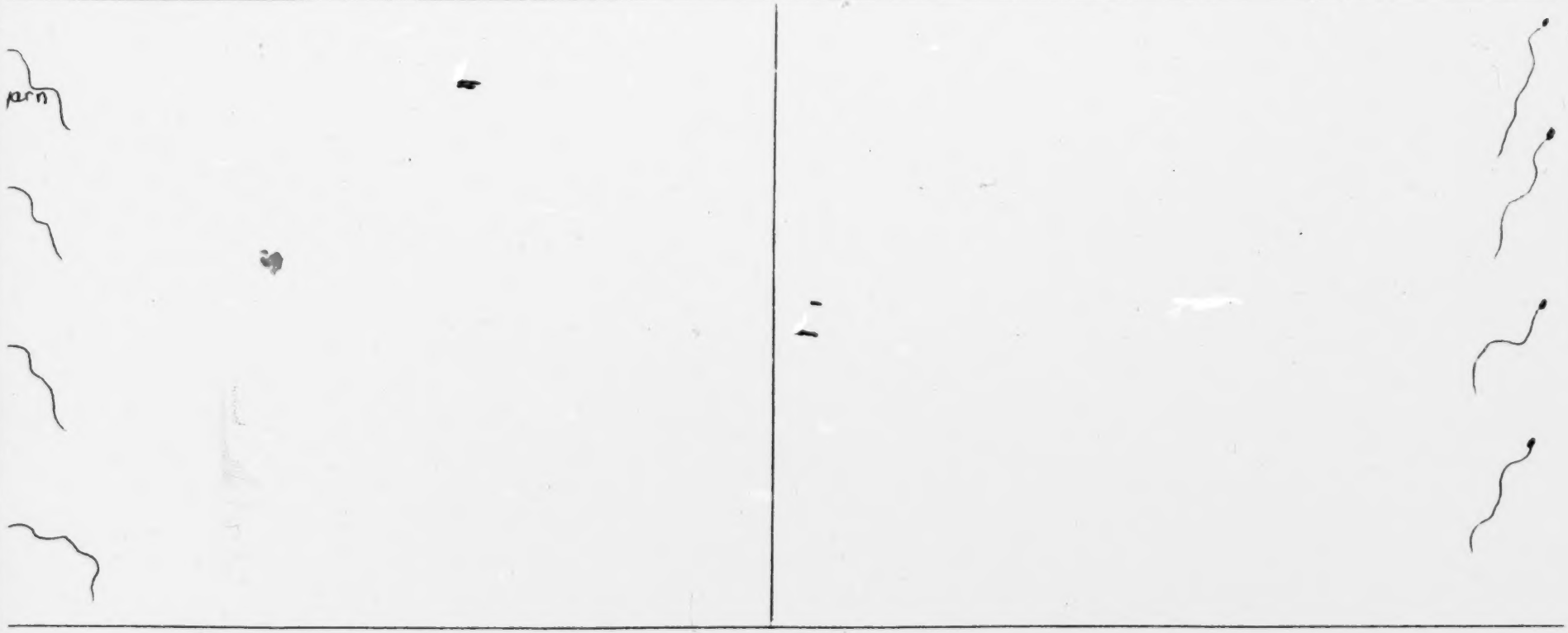
Divide the bulletin board into half and place equal numbers of big and little pictures on each side. (Pictures drawn by the children in Activity #2.) Attach lengths of yarn or string along the outer edge of the bulletin board. Have the children connect the yarn to pictures denoting the correct concept. Use thumbtacks for connecting the yarn and the picture.



TIME

NUMBER SKILLS

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. DAY - NIGHT Discuss the children's activities during the day and during the night.	Music: "This Is the Way We Wash Our Clothes" Add additional verses to portray day and night activities.	Bowmar Study Prints-- Thinking and Reasoning: It is Morning, It is Evening, It is Nighttime	Is the child able to classify activities into day and night categories?
2. DAY - NIGHT Distribute scissors and magazines to the children with instructions to find pictures of things you can see and do during the day and during the night (Committees may be assigned a topic to search, such as, "What can you see during the day?" or, "What can you do at night?")		Bulletin Board: Time I Scissors Magazines	Is the child able to identify magazine pictures of day and night activities and scenes?
3. MORNING - AFTERNOON Make clock faces showing specific times for daily activities, such as lunch, recess, sharing time, etc. Divide clock faces according to morning or afternoon activities.	Art: Let children select an activity to illustrate. Combine clock faces with illustrations to make Bulletin Board Time II.	Bulletin Board: Time II	Can the child correctly identify an activity as belonging to the morning or afternoon?
4. CLOCK NUMBERS (Children should have the number concepts 1 to 12.) Draw a large circle on the floor. Give 12 children a card with a number 1 to 12. Arrange the children around the circle to correspond to the numbers on a clock. Mix children and cards and let them find their position on the clock.		Large circle on the floor. 12 squares of paper each with a number 1 to 12. Time and Telling Time	Can the child find the place on the circle that corresponds with his number?

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5. CLOCK NUMBERS Draw clock faces with missing numbers on the chalkboard. Let the children fill in the missing numbers. Distribute blank circles and have the children supply the numbers. Prepare a worksheet similar to the board work.	Correlate clock numbers with activities of the day.	Circles, crayons, worksheets of clock faces with some numbers missing. Learning Basic Skills Through Music Time III	Can the child place the numbers 1 to 12 in correct order on blank circles and on worksheets?
6. LONG HAND - SHORT HAND Repeat Activity #5, adding two children to designate the long and short hand. With the "long hand" constantly rotate the "short hand". Let the children tell the time by the hour using the word "o'clock". Note that the "long hand" is always pointed to 12.		Same as Activity #4 1 long hand 1 short hand The Clock (transmobile)	Can the child tell time by the hour using the "human" clock?
7. O'CLOCK Draw clock faces on the chalkboard, omitting the hands. Invite children to supply the hands according to teacher direction. (Example: Draw the hands so that the clock shows 4 o'clock.) Prepare a follow-up worksheet similar to the board work to check comprehension.		Worksheet Time and Telling Time	Is the child able to draw the hands on a clock to show a specific hour?
8. DAYS OF THE WEEK Develop a picture time line to identify the sequence of days, noting activities that occur on specific days. Attach names of the days of the week.	Language: "Daily Diary" Allow children to dictate (or write themselves) short passages relating to the highlights of the day's activities. These passages may be bound in book or chart form.	Language Building Cards, Speech Interstate School #2	Does the child's concept of time include association of day names with specific activities, such as Saturday and no school or Thursday morning and speech class?

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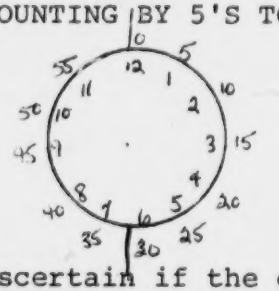
9. MONTHS List the twelve months on a chart. To encourage the children to learn their birthdate, place their photographs or self-portrait beside the month of their birth. Other areas may be explored with the chart: school months, vacation months, cold and hot months, etc.	Art: Self-portrait	Chart Photographs or self-portrait of each child Language Building Cards	Does the child know the month of his birth?
10. COUNTING BY 5'S TO 30  Ascertain if the children can count to 30 by 5's. If they can, let them place the minutes on worksheet clocks or on the chalkboard. Use bundles of 5's to aid.		Playtime Clock or other clock with moveable parts	Can the child count to 30 by 5's?
11. HALF HOUR = 30 MINUTES Introduce concept of ½ hour by showing placement of long hand using real clock, play clock, human clock (Activity #5), etc.	Game: "Guess the Time" It closes his eyes, while one child is chosen to set the clock. Child describes the hands of the clock. (Example: Short hand on 4, long hand on 6.) It must guess 4:30.		Can the child tell time by the half hour?

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12. QUARTER PAST (15 MINUTES PAST). QUARTER AFTER (15 MINUTES AFTER) Divide clock in fourths. Color right side blue and label it <u>past</u> and <u>after</u>. Fooler Game: Teacher sets her clock. If she has shown quarter past or after, children set their clocks and raise their hand to supply the correct answer. (The game is patterned after Simon Says.) If the child sets his clock when the teacher's clock does not show quarter past or after he is out.		Individual clocks and teacher's clock	Can the child recognize quarter after or quarter past on the clock?
13. QUARTER TO, QUARTER BEFORE Use the clock from Activity #12. Color the left side red to show <u>before</u> or <u>to</u>. Play Fooler Game substituting <u>to</u> and <u>before</u> for <u>past</u> and <u>after</u>. (Fooler Game may be expanded to include quarter past and quarter after as a review of the concept.)		Individual clocks and teacher's clock	Can the child recognize quarter to or quarter before?
14. WRITING TIME (Review of Activities #8, #11, #13.) Show that time may be written as 4:00 or 4 o'clock or 4:30. Provide practice with the clock, chalkboard and worksheets. Supply the time and let the child set the clock; set the clock and let the child write the time.		Worksheets, chalkboard <u>Time and Telling Time</u>	Can the child write the correct time using numbers, colons, and the word <u>o'clock</u>?

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15. ABBREVIATIONS (Days, Months, Hour, Minute) Prepare two sets of flashcards, one with the abbreviation and one with the complete word. [minute] [min.] Cards may be distributed to the class, and children directed to find their partners. Flashcards may be used for Bingo or concentration-type games.	Language: Punctuation of abbreviations	Flashcards	Can the child match the abbreviation with the correct word?
16. ADDING MINUTES Prepare cards with varying minutes up to 30 minutes. Set the clock. Choose a child to draw a card and have him add the number of minutes designated on his card to the time shown on the clock. This activity may be used with individuals or teams for oral or written work.		Clock and cards with varying minutes up to 30 minutes	Is the child able to add up to 30 minutes to a given time?
17. SUBTRACTING MINUTES Repeat Activity #16 having the student subtract the minutes rather than add them.		Same as Activity #16	Can the student subtract up to 30 minutes from a given time?
18. CONVERSIONS Converting Minutes to Hours With the knowledge that there are 60 minutes in an hour and using the process of division, have the students convert minutes to hours: 120 minutes = ___ hours 150 minutes = ___ hours and ___ minutes		Worksheet Arithmetic That We Need	Is the student able to convert minutes to hours?

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19. CONVERSIONS Converting Hours to Minutes With the knowledge that there are 60 minutes in an hour and using the process of multiplication, have the student convert hours to minutes. 3 hours = ___ minutes 2 hours 15 minutes = ___min.		Worksheet Arithmetic That We Need	Is the student able to convert hours to minutes?
20. SUBTRACTION AND ADDITION OF HOURS AND MINUTES Prepare card similar to the samples: a. It is 1:25 p.m. You spend 35 minutes correcting your paper. What time is it? b. The time is 4:30 a.m. You have 1 hour and 10 minutes to sleep. What time will it be when you get up? c. You go to work at 8:30 a.m. and get out at 5:30 p.m. How many hours do you work? Shuffle the cards. Allow students to draw cards and solve the problem on paper, orally, or at the chalkboard.		Cards	Can the student subtract and/or add hours and minutes that involve conversion?

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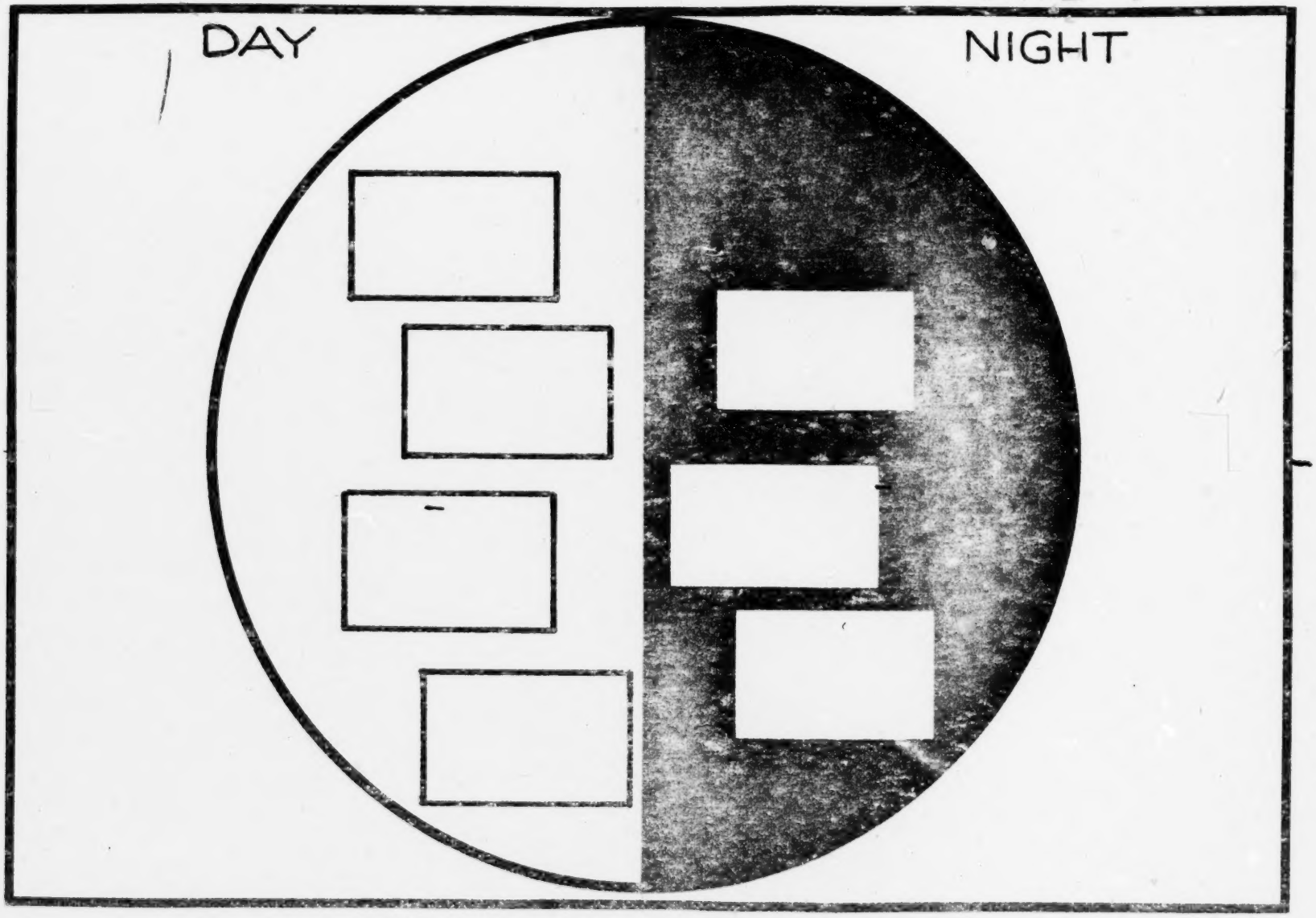
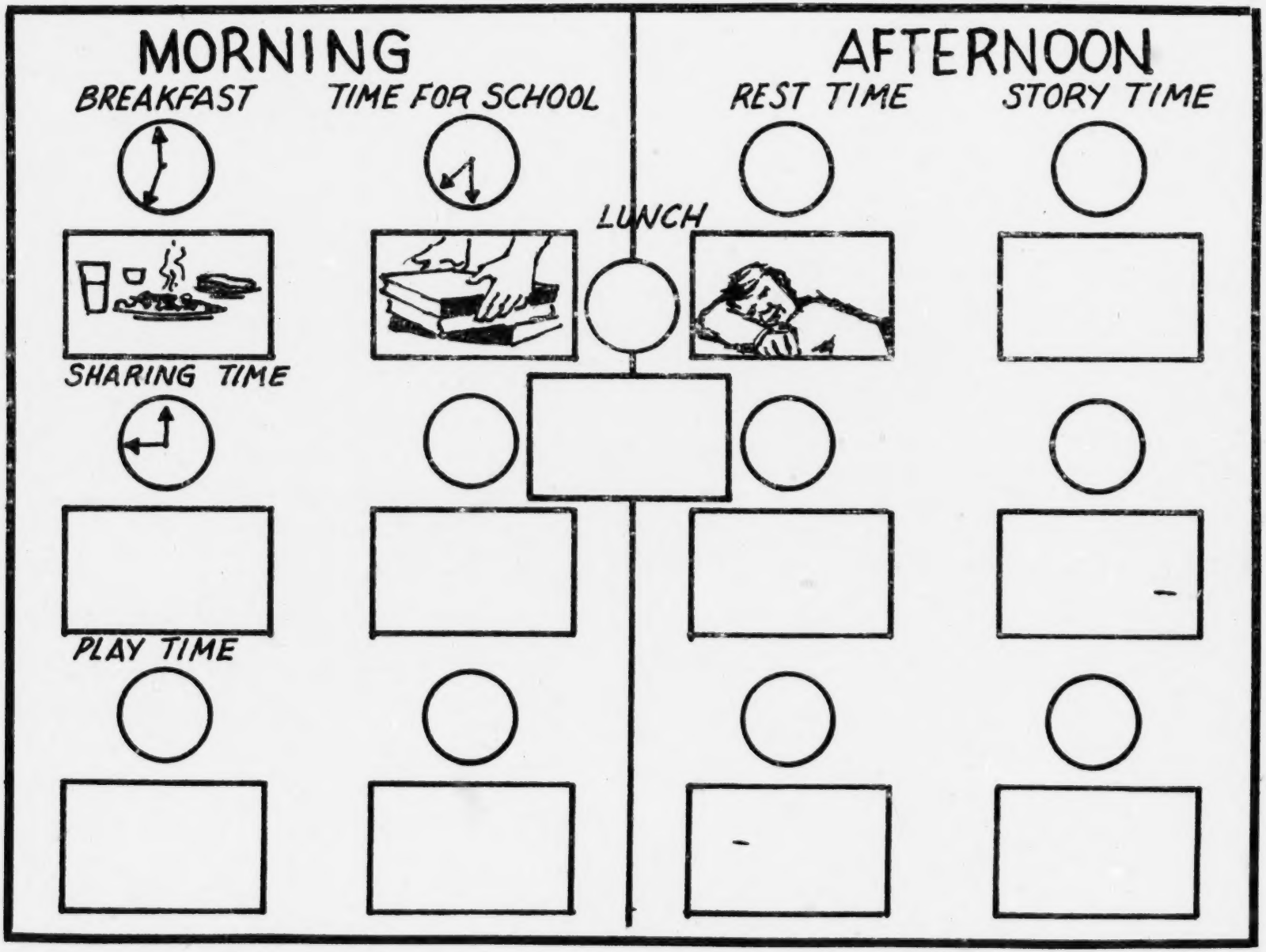
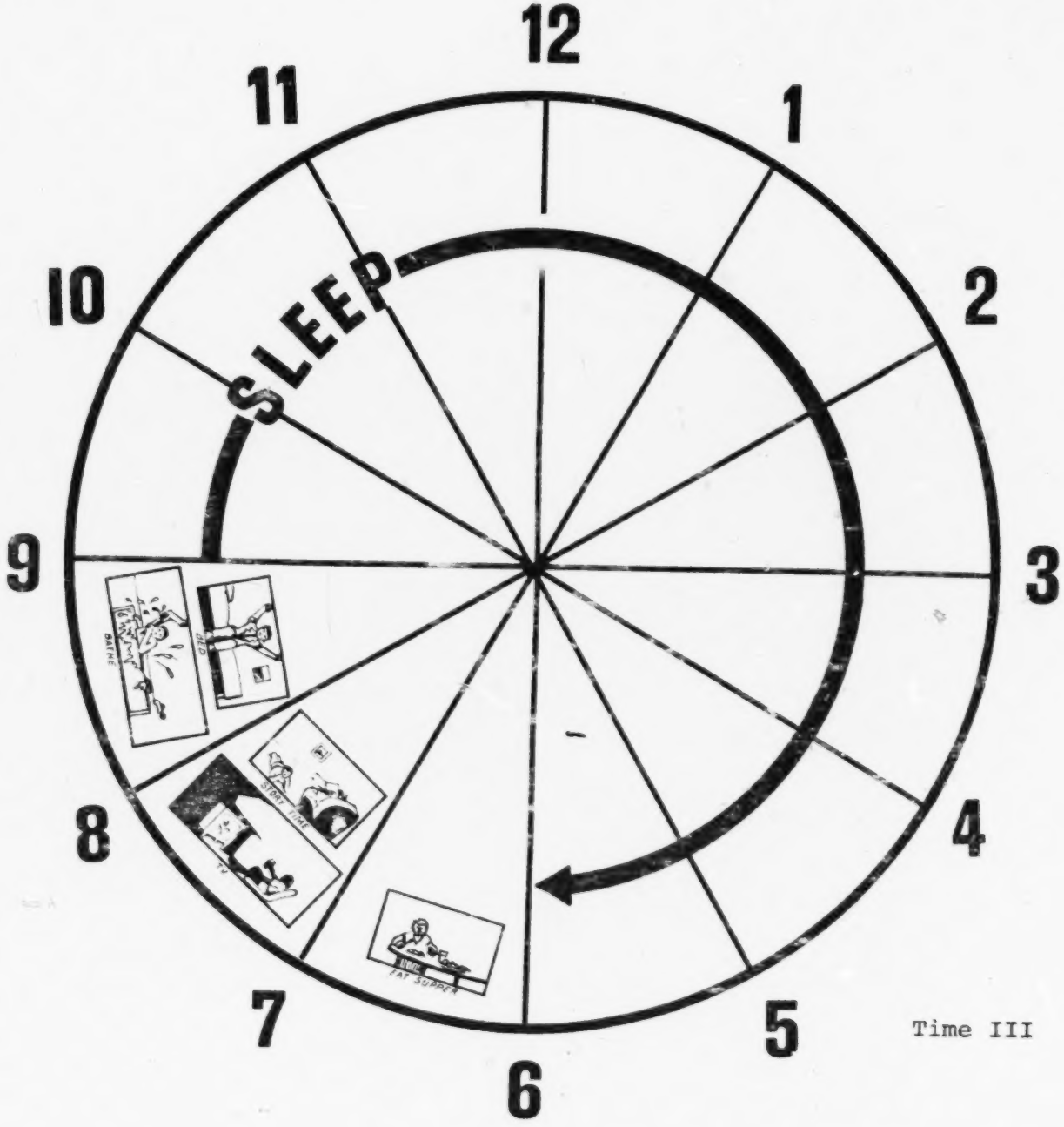
TIME #1



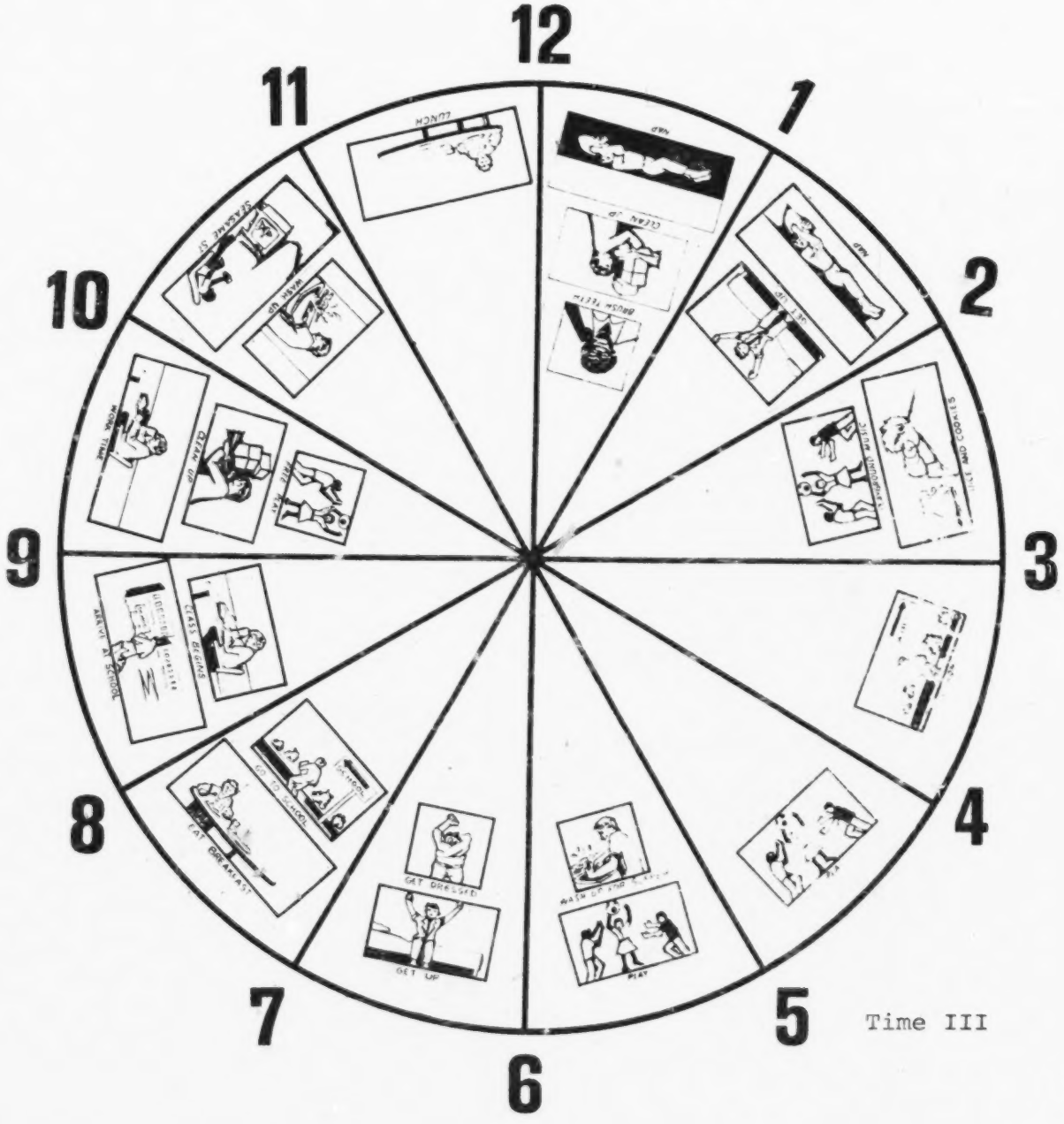
Time I

TIME # 2


MORNING
AFTERNOON
BREAKFAST
TIME FOR SCHOOL
REST TIME
STORY TIME
LUNCH
SHARING TIME
PLAY TIME



Time III



Time III

SHAPES AND MONEY

NUMBER SKILLS

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. CIRCLE Using flannel board, cut-outs and yarn, introduce the circle. Provide opportunity for the children to select circles from other shapes. Worksheet directions: Color the big circle red. Color the little circle green. Color two circles yellow, etc.	Art: Give each child a large sheet of paper with a circle drawn on it. Let him draw a picture using the circle as the basic form. 	Worksheet Objects of various shapes, including a circle Flannel board Puzzles (wooden for younger children)	Can the child pick ou a circle when presented with a variet of shapes?
2. SQUARE Introduce the square by using the flannel board. Place a circle and a square in the Feelie Box. (Cardboard box with one hole for the child to insert his hand.) Have the child remove only the square. Game may be refined by having the child select the biggest square, or the smallest square.	For younger children, teacher gives a circle and other cut-out body parts. Child assembles a creature. P.E.: Tisket, Tasket, Green and Yellow Basket. Use a circle and a square. Child leaves his place if the square is dropped, not the circle.	Circle and square Flannel board and cut-outs Feelie Box Puzzles	Can the child kinesthetically select a square?
3. TRIANGLE Using the flannel board, introduce the concept of the triangle. With three pieces of yarn let the children make their own triangle on the flannel board.	Art: Precut triangles of various sizes and colors. Allow children to paste shapes to form pictures. 	Yarn Flannel board Cut-outs Puzzles	Can the child constru a triangle using thre pieces of yarn?
4. CIRCLE, SQUARE, TRIANGLE Divide the children into committees--the "triangles", the "circles", and the "squares". Each committee finds its shape in magazine pictures. These pictures are used for the bulletin board.	Bulletin Board: Shapes and Money I	Scissors Magazines Ladoca Aids	Can the child locate a specific shape in a magazine picture?

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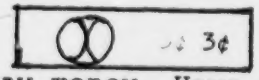
5. ENVIRONMENTAL SHAPES Play a variation of the game "I Spy" using shapes in the room "I spy something that is a square. It is red. What is it?"	Language: Speaking in complete sentences.	Shape Analysis Matching Cards Match & Check, Set 1 Shape Sorting Box Perceptual Bingo	Can the child recognize shapes (circle, square, and triangle) in his immediate environment?
6. PENNY - NICKEL Using real money, help the children note likenesses and differences in a penny and a nickel--color, size, and value. List the things you can buy for a penny and for a nickel. Help the children conclude that you can buy more for a nickel. Using simple pictures, e.g.:  and play money. Have the children purchase the pictures and deposit the money in the cash register. Begin Reference Chart (see Shapes and Money II).	Reference Chart. Make piggy bank out of plastic 1/2 gallon container. Use for work with money.	Cash Register Play money Real money Purchasing cards Arithmetic Step by Step, Kit A	Does he know that five pennies equal one nickel?
7. DIME After the children have compared and contrasted a dime to the penny and the nickel, allow them to purchase cards as in Activity #6. More cards should be added whose value is worth a dime.	Continue Reference Chart.	Play money Real money Cash register Purchasing cards	Does the child recognize a dime and know that it is equal to 2 nickels or 10 pennies?
8. QUARTER Follow the same procedure that was used with the penny, nickel and dime.	Continue Reference Chart.	Play money Real money Cash register Purchasing cards	Does the child recognize a quarter and know that it is equal to 5 nickels, 25 pennies, or 2 dimes and a nickel?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
9. REVIEW OF COINS Using a nickel, dime, penny and quarter on the overhead, have the children identify each. According to the ability of the students, present problems on the overhead and have them record their answers. (Example: Place a dime and 2 pennies on the overhead. Have the children compute the total value and record it on their papers.)		Overhead projector Real money Answer sheet	Is the child able to identify by name and value a penny, nicke dime and quarter?
10. REVIEW OF COINS Make a chart and worksheets similar to this. Before giving sheets to the students, review with real money.		Chart Worksheets	Is the child able to add coins totaling up to 50¢?
11. CONVERSION 50¢ = ○ ○ 25¢ = ○ ○ ○ ○ ○ 50¢ = ○ ○ ○ ○ Provide practice in breaking larger coins into their smaller		Using Money Series	Is the student able to convert nickels, dimes, quarters and half dollars to equivalent coins?

+	penny	nickel	dime	quarter
penny	2¢			
nickel				30¢
dime			20¢	
quarter		30¢		

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
components using the flannel board, chalkboard, or worksheets. Prepare cards. (Example: Find 7 coins that equal 50¢.) These cards may be used by partners, small groups or the entire class.			
12. BUYING WITH THE CORRECT CHANGE From newspaper ads, collect pictures and prices of articles costing less than $1.00. Have the students figure out the number of each coin you will need to pay for the item.		Newspaper ads Worksheet	Can the student select the correct change to pay for an item costing less than $1.00?
13. WRITING DOLLARS & CENTS 264¢ = $. $.96 = ¢ Give the students practice in using cent marks, dollar marks, and decimal points in writing money. Vary the exercises. Prices may be clipped from newspapers for this activity.		Newspaper Using Dollars and Sense	Does the student use dollar, decimal, and cent marks correctly in writing money?
14. COUNTING YOUR CHANGE		Chart or worksheet	Using pencil and paper, is the student able to figure correct change?

PURCHASE:	pennies	nickels	dimes	quarters	half dollar
79¢					

COST	PAID	PENNIES	NICKELS	DIMES	QUARTERS	HALF DOLLARS	DOLLARS
28¢	50¢	2		2			
19¢	25¢	?	?	?			

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
Prepare worksheets similar to the one on the preceding page. Have the student figure the change in each problem using the least number of coins. 15. TWO-STEP PROBLEMS ($1.00) $ .25 $1.00 .19 .16 - Have the students practice making change with $1.00. Have them total the items and subtract the total cost from $1.00. 16. COUNTING MONEY Figure the amount of money: 2 tens, 3 fives, 4 ones, and 85¢ in coins = _____ 1 ten, 2 fives, 2 ones, and 50¢ in coins = _____ 17. TWO-STEP PROBLEMS ($5-$20) Provide students or groups of students with individual problems that necessitate totaling the cost of a specific number of items and figuring the change from a $5.00, $10.00, or $20.00 bill. Find a pair of shoes suitable for school wear. How much change would you receive from a $20 bill?		Worksheet Newspaper ads or catalogs	Is the student able to figure the cost of three items and the amount of change to be received from $1.00? Is the student able to count money involving 10's, 5's, 1's, and coins? Is the student able to compute the total cost of a designated number of items and determine how much change he will receive?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
18. SALES TAX Using ads found in the newspaper, have the students compute the sales tax and the total cost of the item.		Newspaper ads	Can the student find the total cost of an item including the sales tax?
19. FINDING YOUR PAY If some of the students have part-time jobs, use their hours for learning to figure pay. If not, use jobs within the reach of the students, such as a gas station attendant who works 3 hours a day after school at $1.60 an hour. How much does he make a day? A week? A month?	Figure deductions from pay checks.	Mathematics in Living, Book 2: Wages and Budgets	Given the hours and the rate per hour, is the student able to compute the gross income for a day? A week? A month?
20. COST Using the grocery ads from the newspaper, have the students figure the cost of single items when they are listed 2 for 29¢ or 4 for 99¢ and decide which is more economical--buying single items or buying several.	Trip to grocery store.	Newspaper	Is the student able to detect savings in grocery ads?
21. BUDGETS Using personal allowances, have students keep a record of how they spend money each week. Given minimum income, have students budget money for a week. Have students work out a budget for a family.	Read a story about how a family gets into financial difficulty. Discuss how this could be avoided. Work up a budget for that family. Make a budget for a month for a family that is paid weekly, keeping in mind some monthly payments and the need to plan ahead.	Getting Your Money's Worth	

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PROBLEM SOLVING | NUMBER SKILLS

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
1. ENOUGH, NOT ENOUGH, TOO MANY Working in small groups and using the flannel board or an egg carton and blocks, present oral problems that necessitate the child discriminating when there are enough blocks for each section, not enough, and too many.	Language: Encourage the child to use complete sentences. (Example: "There are too many blocks.")	Flannel board and cut-outs Egg carton and blocks Five Prints for the Very Young, Sesame Street Learning Kit	Does the child recognize the concepts of enough, not enough, too many?
2. MORE - LESS Repeat Activity #1 using the terms more and less. "Do I need more blocks? Show me."		Same as Activity #1	Is the child able to recognize when more blocks or less blocks are needed?
3. NUMBER PARTNERS Pass out cards described under Materials. One child comes to the front, shows his card, and asks, "Who are my partners?" If the child shows a card with 5, his partners would be the ones with the word five and the five picture o o o o o.	Language: Using complete sentences. "Who are my partners?" "I am your partner."	Cards with numbers, number names and number pictures one through five.	Does the child recognize the numbers, number names and number pictures of the numbers one through five?
4. BEFORE OR AFTER Three or more players are seated at a table. Each player has a set of ten cards, each numbered from 1 through 10. One of the children chooses a card from his set and lays it face up in the center, at the same time saying "before" or "after". The first player who correctly selects a number from his set that comes "before" or "after" the exposed card, places his		Set of ten cards numbered 1 through 10 for each player. Fun with Numbers	Is the child able to identify which number comes before or after a designated number from 1 through 10?

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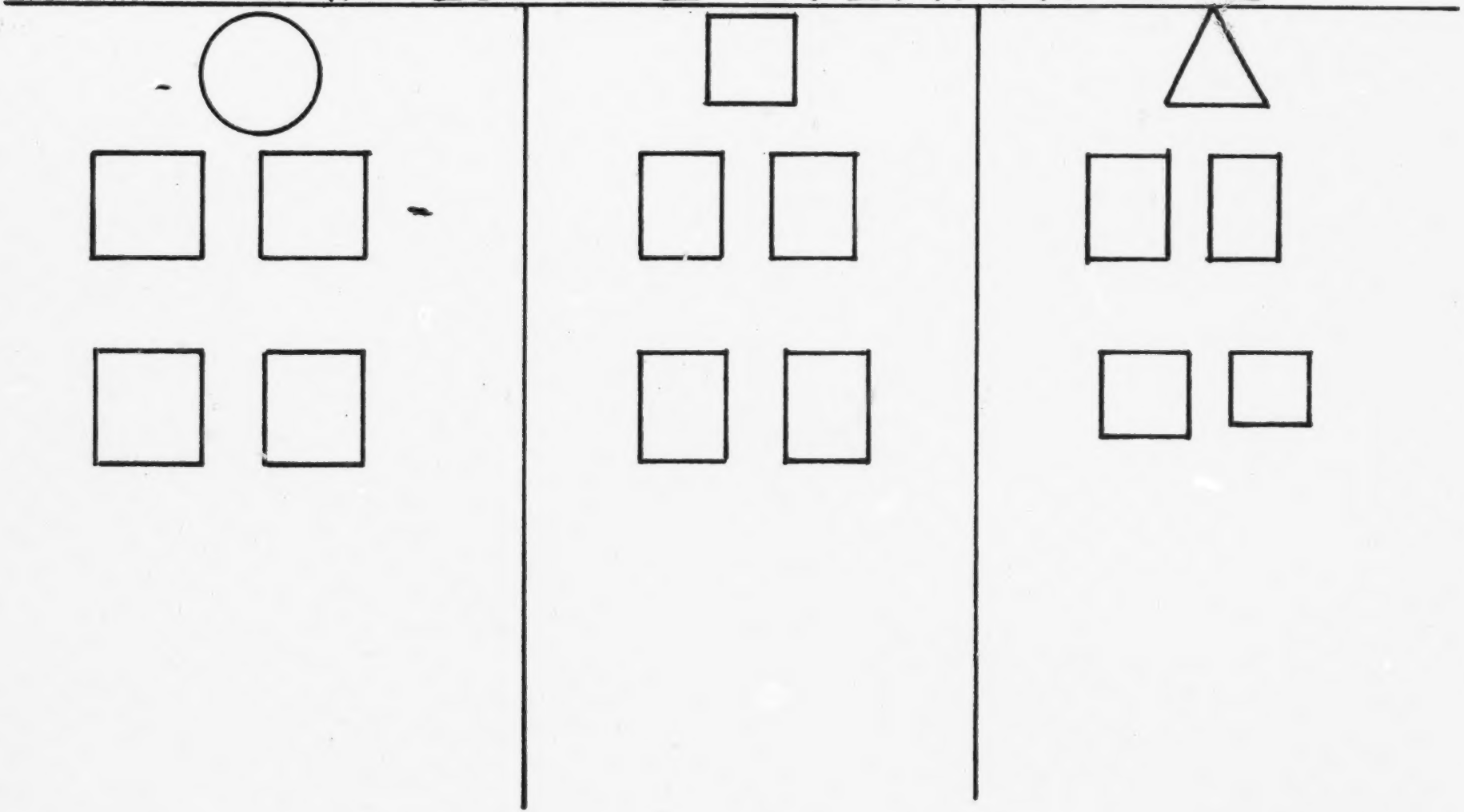
SHAPES ARE EVERYWHERE



(paste pictures of objects you can purchase with each amount)

1¢
1 penny
one cent
1 cent

5¢
nickel
five cents

10¢
dime
ten cents

25¢
quarter
twenty-five cents

ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
own on top of it and claims both cards. When the caller exhausts his set, the child with the most cards becomes the caller. The game can be adapted to the study of "more" and "less".			
5. JUMPING MATH For restless children give a problem, such as 4 + 3, and have the child "jump out" the answer (7 jumps). Subtraction combinations may also be used.			Is the child able to "jump out" the answer to addition problems with sums of 10 or less?
6. GUESS THE NUMBERS One child sits at the front of the room. Another holds two numbers over his head so the rest of the class can see. The class says together, "Heavy, heavy hangs over your head. What two numbers make 16?" The child gets one chance. If he does not guess the correct numbers, the class tells him and he chooses a child to take his place. If he guesses correctly, he gets another turn until he misses.		Two sets of cards with numbers 1 through 10. Happy Ways to Numbers Seeing Through Arithmetic, Pre-Primary	Can the child recognize number combinations up to 20?
7. WHO AM I? One child comes to the front of the room with his back turned to the other children. Pin a number on his back (such as 5) and let the others see it. The child turns around and says, "Who am I?" He then calls on children to tell him names for his number, such as 2 + 3, 6 - 1, 5 + 0, 10 - 5. He has three chances to guess the number on his back.		Number cards 1 through 20	Can the child find the sum or difference when presented an oral problem?

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8. NUMBER WORMS Number worms are long segmented drawings, with a computation to be done in each segment. The worm may be used on the chalkboard for total group participation or duplicated for individual use.		Number Worms 	Is the child able to complete a number worm involving simple addition and subtraction?
9. MAKE A SCENE Prepare duplicated sheets of problems enclosing each problem in an area. When the problems are done, children color the area according to a key. If the problems have been done correctly, the colored areas make a picture (Problem Solving I).	Art: Coloring	Worksheet, crayons	Are the students able to solve addition and subtraction problems with sums and differences of 13 or less?
10. HOW MANY MORE ARE NEEDED? Provide students oral or written problems that necessitate subtraction that ask the question, "How many more are needed?"			Does the student understand that the question "How many more are needed?" indicate that he should subtract?
11. HOW MANY ARE LEFT? Provide oral or written problems that give practice in subtraction using the question, "How many are left?"	Language: Allow students to write problems of their own to exchange with their classmates.		Does the student understand that the question, "How many are left?" indicates subtraction?
12. HOW MANY IN ALL? Provide practice in addition using the question, "How many in all?"	Provide a cumulative review using the questions, "How many more are needed?", "How many are left?", and "How many in all?		Does the student recognize that the question, "How many in all?" means addition?

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13. NEWSPAPER MATH Math problems based on newspaper ads are mounted on colored paper and put on the bulletin board. During free time the students solve the problems. At the end of the week all the problems are discussed and a "Trading Stamp" is awarded for every correct answer. Stamps are pasted in individual books. Stamp books may be redeemed for rewards already established. (Example: Round steak 75¢ per pound. How much would 3 pounds cost?)			Can the child use the operations of additic subtraction, multiplication, and division to solve math problems based on new paper ads?
14. NUMBER DRILL Choose a number, such as six. Have each student write the number. Give directions such as the following: Multiply by 2; divide by 3; multiply by itself; add 9; divide by 5; multiply by 7; and subtract 6. Those with the answer 29 are winners. For special drill on measurement, the directions could be "Write the number of quarts in a gallon; multiply by a half dozen; divide by the number of pints in a quart; add the number of feet in a yard; subtract one dozen; add the number of seconds in a minute; subtract the number of minutes in a half hour."			Given a specific number, is the student able to apply the four basic operations according to teacher directions and arrive at a certain answer?
15. SAVINGS Allow students to select savings problems. After one is completed and checked, the student may select another. (Example: Jim wants to buy a $45.00		Cards with individual problems.	Is the student able t compute the number of weeks required to sa a specific amount?

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coat. If he saves $5.00 per week, how many weeks will it take to save $45.00?

16. WAGES

How much did each of these people make per week?

Name	Worked From	To	# of days	pay/hour	pay/week
Jeff	6 am	2 pm	5	$1.29	?
Sally	7 am	4 pm	6	$1.12	?

*If $1.09 is deducted for social security, $.65 is deducted for state tax, and $2.21 is deducted for federal income tax, what would be Jeff's take-home pay?

Is the student able to compute pay per week if the pay per hour, number of days, and hours are known?

17. WRITING CHECKS

Secure blank checks for the students to use for practice. Keep a record of checks and deposits, and the balance left in the checking account.

Language: Spelling, numbers, punctuation, etc.; filling in signature card to open the account.

Visit a bank and open a checking account for a student who is working.

Blank checks
Using Money Series
Transparency of blank check
Overhead projector

Is the student able to correctly write a check for less than $100.00?

18. WAGE DEDUCTIONS

Have students figure the net pay on problems similar to the following:

Gross Pay	Federal Tax	Social Security	State Tax	Net Pay
55.00	10.50	1.17	1.29	?
78.00	14.80	1.60	1.76	?

Given the gross pay and deductions, is the student able to figure the net pay?

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ACTIVITIES	CORRELATED ACTIVITIES	MATERIALS	EVALUATION
19. ADDITION AND SUBTRACTION Assign groups a designated amount to spend for specific items (Example: $30.00 for clothes). Using the newspapers and catalogs, have the students locate the best bargain, compute the total cost and find the remaining change.		Newspapers Catalogs	Is the student able to compute the cost of a group of article and subtract the cost from a designated amount?
20. COMPUTING TEXTBOOK COST Find the cost of each textbook used by the students. Have the student total the value of the books he uses and the total value of the books used by the class. If prices are available for other books, the students may compute the value of the texts used by other classes or the entire school.			Can the student figure the value of his textbooks and the total value of those of his classmates?

NOTES

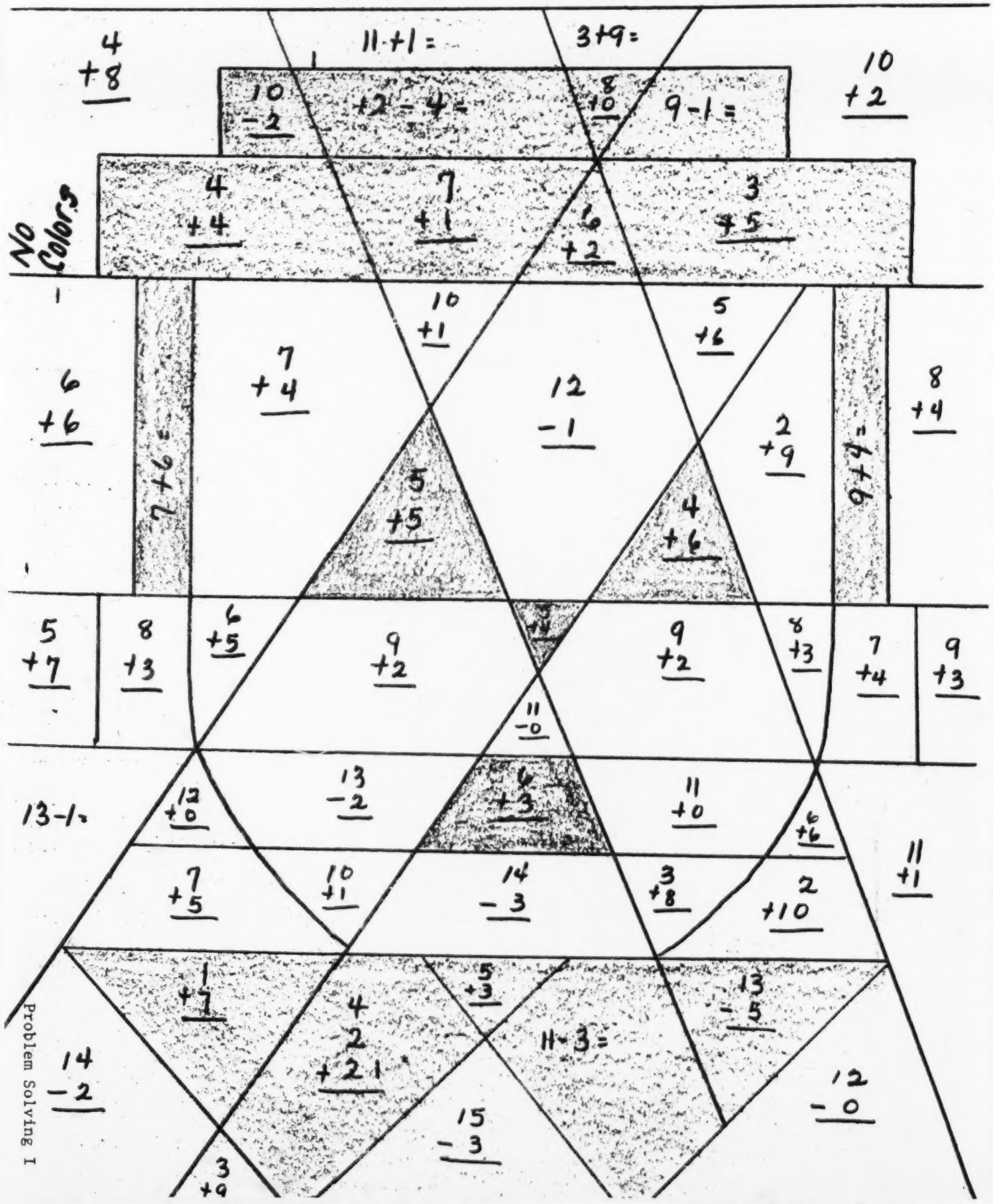
ACTIVITIES

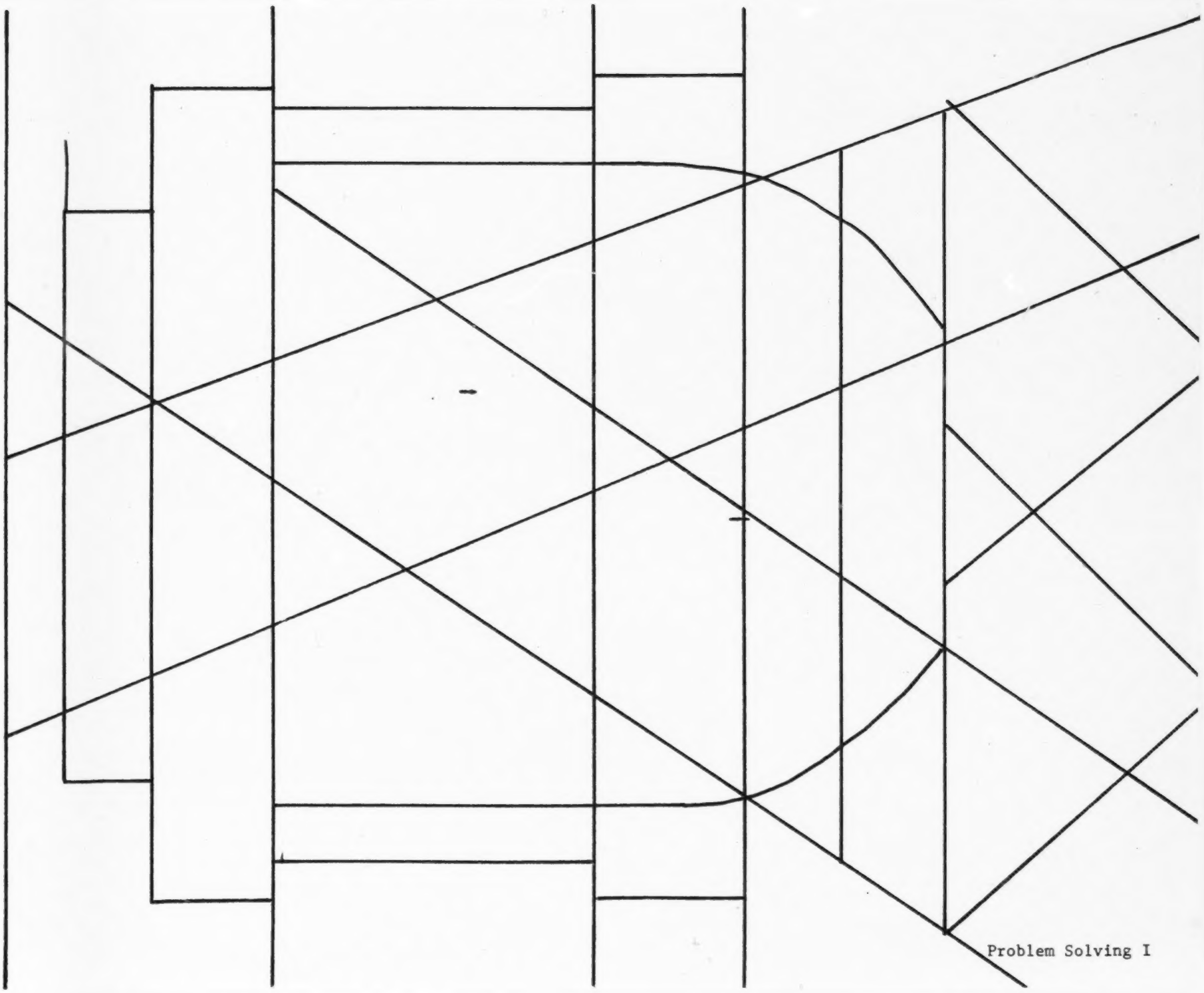
CORRELATED ACTIVITIES

MATERIALS

EVALUATION

BROWN: 8 RED: 9 BLUE: 10 YELLOW: 11 GREEN: 12 BLACK: 13





Bibliography

NUMBER SKILLS

Section	Call Number	Item	Source
Measurement	66-08-42-1305	Kahn. Measure Up	Fearon. 1968. $1.50
	66-08-08-1205-01	Bohn. Learning About Measurement	Frank E. Richards. 1969. $1.50
		Ladoca Aids	Laradon Hall. NPA.
	67-70-73-1905	Sense and Tell	Scott-Foresman. 1968. $79.80
		*Let's Measure (film)	Coronet Films NPA.
		*Measurement (film)	Coronet Films NPA.
	66-31-81-1821	Weber. Rulers and Measurement	Carolina School Supply. 1967. $9.75

*Not available in NCSEIMC.

Bibliography

NUMBER SKILLS

Section	Call Number	Item	Source
Time	66-08-89-2009	Time and Telling Time	Fearon. 1967. $1.50
	69-22-63-1205	Palmer. Learning Basic Skills Through Music. (record)	Activity Records. 1969. NPA.
	66-31-81-0312	The Clock	Carolina School Supply. 1966. $11.75
	66-08-52-0118	Mooney. Arithmetic That We Need	Frank E. Richards. 1966. $1.50

Bibliography

NUMBER SKILLS

Section	Call Number	Item	Source
Shapes and Money	66-10-73-0118	Arithmetic Step by Step, Kit A	Continental Press. $59.00
	66-08-42-2119	Kahn. Using Dollars and Sense	Fearon. 1968. $2.00
	66-08-42-1315	Kahn. Money Makes Sense	Fearon. 1960. $2.00
		Mathematics in Living	Pruett. $2.00
	75-01-34-0815-05	Toyer. Getting Your Money's Worth	Holt, Rinehart and Winston. 1965. $2.64
	66-02-88-1908	Shape Analysis Matching Cards	REC. 1967. $3.00
		Individualized Mathematics Drill and Practice Kit AA	Singer/Random House. $59.95
	64-61-32-1301	Hawkins. Match and Check	Scott-Foresman. 1967. $4.80 per set.
	66-08-90-2113-(01-04)	Wool. Using Money Series (Books 1-4)	Frank E. Richards. 1968. $1.40
		Perceptual Bingo	Teaching Resources

ADDITIONAL RESOURCES

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER NETWORK

APPLICATION FOR NCSEIMC AND UKRSEIMC CLIENT STATUS AND LIBRARY CARD

Please complete this application carefully and completely.

date: _____

1. Name: Mr. / Miss / Mrs. / Dr. _____
(first) (last)

2. Preferred Mailing Address: _____

3. Phone at above address: _____
(area) (number)

4. Occupation:

____public
____private
____teacher
____teacher aide
____teacher corps

____psychologist
____counselor
____supervisor/administrator
____therapist
____student
____other(specify) _____

Level: ____pre-school
____elementary
____secondary
____college

____other(specify) _____

5. Area of Exceptionality with which you work: (CHECK ONE)

____educable mentally retarded
____trainable mentally retarded
____speech and hearing
____orthopedically handicapped
____learning disabilities
____emotionally disturbed
____deaf education
____visually handicapped
____all of the above
____other (specify) _____

6. Place of employment or school attending _____

7. Educational Background:

Institution _____
(degree) (year)

Major _____ Minor _____

Additional training in special education: _____

_____

8. Please return to:

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27602

REQUEST FORM FOR INSTRUCTIONAL MATERIALS*

Name: _____ Date: _____

Mailing Address: _____ Phone: _____

_____

_____ SEIMC Library #: _____

*NOTE: If you already know the SPECIFIC NAME or title of the material you want, please list it in the Comment Section ONLY.

I. TYPE OF STUDENTS
   A. Area of Exceptionality (Ex. - educable mentally retarded)

   B. Level (Ex. - preschool, primary)

   C. Students' Chronological Age (range) _____

   D. Students' I.Q. or Mental Age (range) _____

II. ACADEMIC AREA
   A. Curriculum or Content Areas - Check only ONE space per request.

__ English & Spelling	__ Art, Music, Dramatics	__ Perceptual-Motor Aids
__ Phonics	__ Vocational Education	__ Health & Safety
__ Social Studies	__ Reading	__ Speech, Language or Hearing Aids
__ Science	__ Arithmetic	

   B. Concepts/skills to be developed (what do you want to teach your students with this material?).

III. TYPE OF MATERIALS NEEDED Check only ONE OR TWO spaces.
   A. Teaching materials needed for use with students

   __ ideas for teacher-made items
   __ audio-visual materials (transparencies, etc.)
   __ texts and workbook materials for children
   __ manipulative devices (puzzles, etc.)
   __ instructional games
   __ other (specify)

   B. Special characteristics (Ex. - programmed, non-graded, large type, etc.)

   C. __ Check here if you desire materials for your own professional growth.

IV. Please use the back of this page to name any items which you have already referred to so that duplicate materials will not be sent to you.

V. COMMENTS:

BIBLIOGRAPHY OF PROFESSIONAL BOOKS

Call Number	Item	Source
19-01-06-0409	Bereiter and Engelman. Teaching Disadvantaged Children in the Preschool	Prentice-Hall. 1966. $7.95
20-01-77-1701	Bernstein. Readiness and Reading for the Retarded Child	John Day Co. 1965. $4.95
01-01-26-0621	Frankel, Happ, and Smith. Functional Teaching of the Mentally Retarded	Charles C. Thomas. 1966. $9.75
04-01-00-0618	Free and Inexpensive Learning Materials	George Peabody College for Teachers. 1965. $2.00
01-01-28-2005	Garton. Teaching the Educable Mentally Retarded: Practical Methods	Charles C. Thomas. 1964. $7.50
	Goldstein. A Curriculum Guide for Teachers of the Educable Mentally Handicapped	Interstate. NPA.
01-01-43-0501	Kirk and Johnson. Educating the Retarded Child	Houghton Mifflin. 1951. $5.75
	Marcus and Tatum. Guide for Educable Mentally Retarded	Houston Independent School District. 1962. NPA.
01-01-70-1305	Robinson and Robinson. The Mentally Retarded Child: A Psychological Approach	McGraw-Hill. 1965. $10.50
	Rogers. Freedom to Learn	Charles E. Merrill. 1969. NPA.
	Life Experience Starter Units 1 and 2	Sp. Ed. Curriculum Development Center. Cedar Rapids, Iowa. 1969. NPA.
	Teal. Basal Program for Educable Mentally Retarded	Houston Independent School District. 1968. NPA.